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ABSTRACT

The introduction to career education is designed to acquaint teachers, counselors, and administrators with the background, concepts, and terminology which will be helpful in the planning, design, and/or implementation of career education programs. The book can be used by an individual working alone or in a workshop setting. An approximate time guide is suggested, indicating appropriate points for optional breaks. The course opens with a 30-item pretest, followed by an outline of the concept of career education. The three sections of the course are: Why Career Education? (problem, background and key definitions), What Is Career Education? (elements and outcomes, models, curriculum phases and critical counseling points, occupational clusters, and concepts of career education), and How Is It Done? (goals, planning and implementation, career guidance, the career development team, and evaluation). Optional readings and exercises are suggested throughout the course. The course closes with a suggestion for a creative activity, a 30-item posttest, objectives guide, and an eight-item annotated bibliography. (SA)

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CAREER EDUCATION

An introduction

OE003183

This instructional system was produced under the sponsorship of the Division of Vocational, Technical and Adult Education, and administered by the Career Education Center, Career Education Curriculum Laboratory, of The Florida State University, and is meant to provide Florida school districts with a self-instructional system to be used for in-service training of the state's educational personnel in the basic concepts of career education.

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Content guide

		Page
1	TIME GUIDE	3
2	PREFACE	4-5
3	PRETEST	6-11
4	INTRODUCTION	12-15
5	WHY CAREER EDUCATION?	16-40
	The problem	*16-21*
	Background of the Career Education Movement	*21-29*
	Key Definitions	*30-40*
6	WHAT IS CAREER EDUCATION?	42-75
	Elements and Outcomes	*42-61*
	Career Education Models	*62-63*
	Curriculum Phases and Critical Counseling Points	*64-67*
	Occupational Clusters	*68-73*
	Concepts of Career Education	*74-75*
7	HOW IS IT DONE?	76-88
	Goals Come First	*76-81*
	Planning and Implementation: An Overview	*82-84*
	Career Guidance The New Perspective	*85*
	The Career Development Team	*85-86*
	Evaluation	*86-88*
8	A CREATIVE ACTIVITY	90-96
9	POSTTEST	98-103
10	OBJECTIVES GUIDE	104
11	BIBLIOGRAPHY	105-106
	ENCLOSURES	*POSTER: career education . . . elements and outcomes, clusters and team*
		POSTER: career education concepts

Time guide

1

		approximate time required
2	PREFACE	
3	PRETEST	45 min.
4	INTRODUCTION	
	OPTIONAL BREAK	
5	WHY CAREER EDUCATION?	
	The Problem	1 hr.
	Background of the Career Education Movement	
	Key Definitions	
	OPTIONAL BREAK	
6	WHAT IS CAREER EDUCATION?	
	Elements and Outcomes	
	Career Education Models	1 hr. 15 min.
	Curriculum Phases and Critical Counseling Points	
	Occupational Clusters	
	Concepts of Career Education	
	OPTIONAL BREAK	
7	HOW IS IT DONE?	
	Goals Come First	
	Planning and Implementation: An Overview	45 min.
	Career Guidance: The New Perspective	
	The Career Development Team	
	Evaluation	
	OPTIONAL BREAK	
8	A CREATIVE ACTIVITY	
9	POSTTEST	50 min.
10	OBJECTIVES GUIDE	

Preface

"Career Education: AN INTRODUCTION" has been designed to acquaint you with the background, concepts, and terminology which will be helpful to you in participating in planning, design, and/or implementation of career education in your individual area of responsibility. After you have worked your way through the book, you will be in a better position to:

- explain the needs which led to the proposal of career education as a partial solution to some of our most pressing educational problems.
- describe the background of the career education movement and some of its goals.
- explain the interrelationship of career education, vocational education, and the traditional academic curriculum.
- demonstrate familiarity with some of the major career education models and concepts.
- identify several roles of the teacher in the implementation of career education in the schools.
- design a career-oriented activity appropriate for your own classroom or area of responsibility, relating it to basic career education concepts.

How to use the materials

The materials in this program have been designed for use by teachers, counselors, and administrators, K–14, who are concerned with implementing career education programs. In addition to the two field tests which were conducted prior to the publication of the first edition, this second edition has been revised based upon the comments and objective data provided by teachers, counselors, and administrators around the state of Florida. This data demonstrates that the materials can be used effectively by an individual working alone, or in a workshop setting.

The time it will take you to go through the program will vary according to how fast you read, how many of the optional readings strike your fancy, and the number of breaks you take. In the past, individuals have taken from three to five hours to complete the program, with an average time of approximately four hours. The Time Guide (page 3) shows the approximate time required to finish each section. This is *not* meant as a time limit, but simply as information to help you plan your schedule. Convenient places for taking optional breaks have been indicated, but the number of breaks you take, and when you take them is, of course, up to you.

There are guides throughout the book to aid you in getting the most out of the time and effort you put into the program. After each section, questions and exercises are included so that you may check your comprehension and ability to apply the concepts you have learned. For the most effective learning, it is recommended that you take the time to respond when it is appropriate. This will be helpful to you in preparing you to design your final task, a career-centered educational activity. You may go back over the material as many times as you wish before responding to a question or completing an exercise.

Optional readings have been suggested in order to clarify, or amplify, the basic concepts presented in this program. These readings have been selected from among the myriad of examples available, as the very best in terms of content and presentation. When you finish the program, all the materials are yours to keep for use as a ready reference, or to help you explain career education to others.

During the course of the program you will take pre/posttests, which are made up of parallel items that deal with the content of the instructional program, and are based upon the performance objectives of the instructional materials. You will want to know how much you have learned as a result of going through the course of instruction, and taking the pre/posttests and grading them yourself will give you an answer to this question as soon as you have finished the program.

In the final portion of the program you will design a career education activity based upon your individual experience as an educator. This activity will be written on automatic self-copying paper which will provide you with a copy of the activity so that, if you choose, you may share your design with others and still maintain a copy for yourself. Of course, this latter activity will be the unique result of your own creativity and familiarity with your particular situation and interests, so there is no right or wrong design as such.

If you want to take breaks as you go through the program, it would be best to take them at the points indicated, rather than in the middle of sections.

Pretest

3

It is recommended that you take this Pretest before you begin the program. It will indicate to you how much you already know and how much you can get out of the program. Several of the questions cover specialized information which is presented in the program. Do not worry about this. If you have no idea what the correct answer is, simply select the "Don't Know" response.

Read each question *carefully*, and then:

- Select your answer from among the given choices.
- Record your answer on the Pretest itself (in the book) by encircling the number corresponding to your choice.

1 The term "career" is best defined as:

1. A paid profession or occupation
2. A series of paid professions or occupations
3. All long-term roles paid or unpaid
4. Don't Know

2 The process of career development in an individual:

1. begins in early childhood and continues through late adolescence.
2. begins with adolescence and continues through the adult years.
3. begins a little before adolescence and continues well into his adult years.
4. begins in early childhood and continues throughout the adult years.
5. Don't Know

3 Career Education and Vocational Education do not mean the same thing. The foregoing statement is:

1. True
2. False
3. Don't Know

4 A major problem facing career education program planners in Florida school districts has been the lack of state level funding. This statement is:

1. True
2. False
3. Don't Know

5 The Florida Legislature assigned the responsibility for career education program planning to the local school districts. The foregoing statement is:

1. True
2. False
3. Don't Know

6 Although USOE Commissioner Marland personally backed the Career Education idea in his "Career Education Now" speech, development of the idea was delayed for lack of funds. The foregoing statement is:

1. True
2. False
3. Don't Know

7 It is anticipated that, by 1980, only two out of ten jobs in America will require a college degree. The foregoing statement is:

1. True
2. False
3. Don't Know

8 It is anticipated that a typical labor force member in the next decade will change jobs 2-3 times in his/her career. The foregoing statement is:

1. True
2. False
3. Don't Know

9 About a third of the total costs of education in 1970-71 was due to dropouts from school at various levels. The foregoing statement is:

1. True
2. False
3. Don't Know

10 Today, we spend more money on education than on national defense. This statement is:

1. True
2. False
3. Don't Know

11 The Advisory Council for Vocational Education in 1967 opposed the expansion of vocational education into a broader concept of career education because it implied significant changes in the present educational structure. The foregoing statement is:

1. True
2. False
3. Don't Know

12 Many of the precursor programs, such as the "Technology for Children" and the "Industrial Arts Curriculum Project" (IACP) were actually comprehensive career education programs on a small scale. The foregoing statement is:

1. True
2. False
3. Don't Know

13 On a nationwide basis, career education has, so far, been maintained almost exclusively by direct federal grants with little support from the states. This statement is:

1. True
2. False
3. Don't Know

14 Career education encompasses the objectives of all academic subject areas. The foregoing statement is:

1. True
2. False
3. Don't Know

15 Career education is not for students who are college bound. The foregoing statement is:

1. True
2. False
3. Don't Know

16 The career education movement is primarily oriented to meeting our most pressing manpower needs. The foregoing statement is:

1. True
2. False
3. Don't Know

17 Career education is an approach to education rather than a subject or course. This statement is:

1. True
2. False
3. Don't Know

18 One's ability to recognize that different kinds of careers need different kinds of educational preparation refers most directly to:

1. Career Awareness
2. Educational Awareness
3. Skill Awareness and Beginning Competency
4. All of the above
5. Don't Know

19 Which of the following student traits most directly relates to employability skills?

1. The ability to relate personal economic status to social economy
2. The ability to deal with differences in one's environment
3. The ability to identify, select and use alternatives in making decisions
4. The ability to communicate to others one's interests and aptitudes as applied to specific job situations
5. Don't Know

20 A group of tenth graders were asked to review their ninth grade educational plan and to revise it on the basis of their developing career preferences. They were asked to use data concerning their interests and their aptitudes as a rational basis for selecting an area for work experience. Which of the following career development *outcomes* does the activity seek to bring about?

1. Career Identity
2. Career Placement
3. Career Decisions
4. Self-Identity
5. Don't Know

21 As seen by most school-based models, the "exploration" phase of career education is *most* applicable to:

1. elementary school years
2. middle school/junior high school years
3. senior high school years
4. Don't Know

22 To facilitate an individual's occupational choice by a process of narrowing down from the myriad of possible occupations to a smaller group of most suitable ones is the purpose of the:

1. Four Career Education Models
2. Eight Elements of Career Development
3. School-Based Career Education Model
4. Fifteen Job Clusters of the USOE
5. Don't Know

23 Which of the following concepts most nearly reflects the Total Environment Concept of Career Education?

1. Career Education is meant for all students and involves the team effort of all school personnel and in all curriculum areas.
2. Career Education visualizes a learning environment that extends beyond the schools.
3. Career Education focuses on the awareness of self in relation to the changing environment.
4. Career Education implies an educational system open to all learners.
5. Don't Know

24 The Specific Skill Concept of Career Education emphasizes:

1. The process skills needed by the individual for interpreting a changing environment and clarifying his/her own values.
2. A performance-based student record in placement and follow-up.
3. The attainment of an entry level occupational skill by all learners.
4. The use of first-hand experience in learning.
5. Don't Know.

25 An elementary school librarian has a problem. Bob, a third grade student, is so good at reading that he always reaches out for fifth grade reading books and thus upsets the library room discipline. Assuming that the school is committed to Career Education goals, which of the following components of the school program would *most* help to remedy the problem?

1. In collaboration with other teachers, the English teachers should classify students on the basis of a reading test and prescribe a list of books that may be used by students, with a copy of instructions to the librarian.
2. The librarian should make sure that students have access to all books, and no instruction should be planned without reference to a student's reading ability.
3. It is best that the librarian assign students to books at their respective grade levels while Bob's case is handled by the Counselor with a minimum interference by other personnel.
4. Either 2 or 3 above, depending on the particular school.
5. Don't Know

11 The Advisory Council for Vocational Education in 1967 opposed the expansion of vocational education into a broader concept of career education because it implied significant changes in the present educational structure. The foregoing statement is:

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2. False
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3. It is best that the librarian assign students to books at their respective grade levels while Bob's case is handled by the Counselor with a minimum interference by other personnel.
4. Either 2 or 3 above, depending on the particular school.
5. Don't Know

26 If, in the above example, Bob's interest and ability in reading continued through the subsequent school years along with high achievement scores in Mathematics, who has the direct responsibility of guiding him through a desirable path of career pursuit?

1. The Counselor and the Occupational Specialist. They form the best career information resource team.
2. The academic and vocational teachers. They should expose Bob to the world of careers and channel his interests and abilities to his career aspirations.
3. A combination of 1 & 2. Team guidance is best.
4. The Math teacher and the English teacher. Training in their subjects is critical to Bob's career aspirations.
5. Don't Know

27 In a certain school with Career Education goals, a tenth grade Physics teacher individualized the activities relating to the study of lenses. The students were grouped on the basis of their career preferences broadly into mechanical, mathematical and graphical groups. The three groups (a) assembled a large school telescope putting together lenses by experimentation, (b) figured out mathematically the desired combination of lenses, and (c) solved the same problem by the graphical ray tracing method, respectively. Several students in the "mechanical" and "graphical" groups needed more professional direction in their work which the teacher could not help with. What additional help should the teacher have given, to be *most* consistent with career education?

1. Have the students discuss their problem with the vocational teacher as early as possible.
2. Report the problem to the Principal and to the Counselor immediately.
3. Have volunteers from the relevant professions in the community supervise the students' work.
4. Explain to the students the limitations of a simulated learning environment as opposed to first-hand experience.
5. Don't Know

28 "Career Education shall provide each learner with the experiences necessary to make rational career decisions, either independently or with assistance of others who are competent to help. It provides an opportunity to exit and reenter the educational system or work as often as one chooses." The foregoing statement is:

1. The Florida Career Education goal statement.
2. Part of the Florida Career Education goal statement.
3. A modification of the Florida Career Education goal statement.
4. Under consideration to be included in the Florida Career Education goal statement.
5. Don't Know

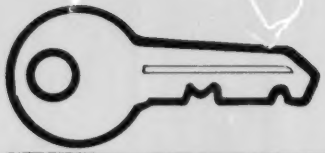
29 A certain school has set broad instructional goals compatible with the district Career Education project goals. In carrying out the school instructional program, in which order should the teachers execute the steps?

1. Plan lesson units, identify resources, write objectives, teach.
2. Identify resources, write objectives, plan lesson units, teach.
3. Write objectives, identify resources, plan lesson units, teach.
4. Any of the above.
5. Don't Know

30 Which of the following illustrates the difference between current educational practices and a career education program?

1. Performance-based testing and individualization of instruction.
2. Stating objectives of instruction before planning strategies of instruction.
3. Providing career guidance to all students.
4. Both 1 and 3
5. Don't Know

When you have completed your Pretest, proceed to the next page.



Check your answers with the following:

1. 3	16. 2
2. 4	17. 1
3. 1	18. 2
4. 2	19. 4
5. 1	20. 3
6. 2	21. 2
7. 1	22. 4
8. 2	23. 2
9. 1	24. 3
10. 1	25. 2
11. 2	26. 3
12. 2	27. 3
13. 2	28. 2
14. 1	29. 3
15. 2	30. 3

How did you do?

No. of questions you answered correctly: _____

Please proceed to the program.

Introduction 4

What is career education? What is not career education?

Since former U.S. Commissioner of Education Sidney P. Marland, Jr., made his plea for "Career Education Now" in a speech to the National Association of Secondary School Principals at its convention at Houston in 1971, educators from every field and discipline have been attempting to find suitable answers to these two basic questions. The outcome of this great debate has not been a single set of answers that are pleasing to all, or a collection of simple, stable definitions that can be written down and memorized by all concerned. Much of what we have at present in terms of responses to our questions seem to differ from one individual or group to another, changing and being modified by each successive segment of the educational spectrum which interacts with the original concerns voiced by Dr. Marland.

This should not be too surprising, in that it has been only a relatively short time since the beginning of career education as a distinguishable educational movement. Perhaps more significant to the diverse and dynamic character of career education was the manner in which it was originally conceived. Couched in the terminology of human development, and addressing itself to such broad concerns as preparing individuals for active, productive, and self-fulfilling lives, the first statements on career education gave to the individual educator, or group of educators, the greatest possible latitude for interpreting why it should be relevant to their own situations, what exactly it meant, and how the concept could best be transformed into a working reality.

As a result, career education has rapidly developed an astounding array of proponents and interpreters, each espousing a specific set of guiding principles. However, even with the rapid diffusion of the career education idea, and the many and varied spokesmen that have joined in the discussion, certain core concepts have emerged which are generally accepted as distinguishing career education from other educational approaches.

Unfortunately, some persistent misconceptions have also developed. The program which you have just begun will deal in detail with the most widely accepted career education concepts and give you an opportunity to draw your own conclusions and arrange your own thinking on the subject. Before going on, perhaps we should take a look at some statements which are commonly made about career education. Some of these statements are in agreement with the developing core concepts, yet others are misconceptions and should be recognized as such. Take a close look at the statements on pages 13-14. They will not give you a single definition of what career education *is* or *is not*, but rather a preview of some of the concepts we will be dealing with throughout the remainder of this text.

career education...IS NOT

"... a way of eliminating or changing all that has been included in academic areas ..."

"... simply vocational education in a new package ..."

"... every teacher, in every class, relating every subject to careers ..."

"... a negation of traditional educational objectives ..."

"... just for students in junior high or high school ..."

"... a new way to discriminate against minorities ..."

"... just for students who don't plan on going to college ..."

"... a course, or a series of courses ..."

"... a subject to be taught ..."

"... limited to teaching saleable skills ..."

"... only for the disadvantaged ..."

"... primarily for developing manpower ..."

"... a complete change from present educational practices ..."

"... the solution to all our educational problems ..."

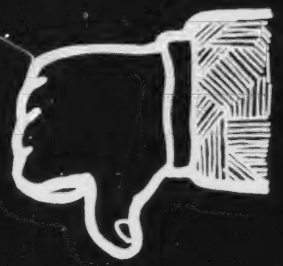
"... aimed only at paid work ..."

"... an elimination of specialized educational or guidance services ..."

"... restricted to any one teaching technique ..."

"... anti-intellectual ..."

"... exclusively education for economic objectives ..."



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career education...is

"...a broad approach to education..."

"...broader than vocational education; and is for all learners, regardless of age, sex, race, or educational goals..."

"...a modification and combination of the most successful educational practices presently in use..."

"...inclusive of all kinds of careers, salaried and non-salaried, full-time and part-time..."

"...compatible with all educational goals..."

"...an emphasis on applied vs. descriptive learning, i.e., active rather than passive learning..."

"...useful with all types of teaching techniques and circumstances..."

"...an approach to motivate learners and increase achievement..."

"...geared to imparting social, psychological, educational, economic, and manual skills..."

"...aimed at the continuing development of each individual through lifelong educational experiences..."

"...a link between education and the real world..."

"...based on self-awareness and awareness of the environment..."

"...experiences about living, learning, thinking, deciding and adapting..."

"...education which can be applied throughout life in a variety of circumstances..."

"...an open system that handles dropouts, re-entries, placement and follow-up..."

With the statements you have just read about what most experts feel career education is, and is not, you can now begin to envision the careers-centered approach as a broad educational methodology, based on previously successful experience, which combines several currents in modern American education into an innovative whole. The objective of all this effort is to increase student motivation, and thereby increase achievement, in a revamped educational system which can respond to the needs of modern learners.

The remaining sections of this book will deal with the why, what, and how of career education. First, you will be exposed to the reasons that have led to the widespread support for the careers curriculum. The next section will give you an opportunity to review in detail those concepts which are generally agreed upon and have the widest use around the country and the state. Finally, you'll have a chance to use this new information to design an example of a careers-centered activity for your own use.

Optional break

Why career education? 5

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The problem

Faced with unprecedented challenges in accomplishing educational goals and helping with the social problems of a complex and rapidly changing nation, educational systems around the United States have responded with substantial achievements. Certainly, the number of school enrollees and the years they stay in school is increasing. About 60 million persons, almost one-third of our population, are currently enrolled in schools. Ten years ago, about half of the work force were high school graduates; now, that proportion has risen to two-thirds. Only 60 percent of students entering high school in the fifties went on to graduate. By 1975, some 80 percent are expected to finish. The average American worker has completed 12.3 years of education. In Florida, the median number of school years completed, in the age group 25 or over, was 12.1 years in 1970 as compared to 9.6 years in 1950. Florida's estimated illiteracy rate has dropped from 3.9 percent to 1.2 percent since 1950, although this represents an increase in the actual number of illiterates because of the state's great population growth.

A college education is within the reach of more and more students: 10 percent of Floridians over age 25 had completed college in 1970, compared to 6.5 percent in 1950. However, the years of school completed by nonwhites in Florida is consistently lower than for whites: in 1970, 14 percent of white males and 8 percent of white females had completed college, compared to 3 percent for black males and 5 percent for black females.

Not only has the amount of education been on the rise, but also there is evidence that the quality is increasing as well. Many colleges report that students are better prepared now than ever before. Besides preparation for college, courses in driver education, consumer education, drug education, and environmental education have been added in response to specific societal needs. Costs for education have risen also, from a total national cost of about $3 billion to $66 billion annually over a period of 30 years. Even on a percentage basis, we are spending about twice the percentage of our total national output on education now than we were just twenty years ago.

With all of this apparent success, why is there a need for a change to an educational approach such as career education? Why not leave well enough alone? The reason is, of course, that there exist in our society many problems which have implications for action by our schools.

The warning signs have been recognized and cited by many educators, behavioral scientists, and governmental leaders. Two of the most prominent and vocal of these observers have been Sidney Marland, the former U.S. Commissioner of Education, and Robert Worthington, the former Associate Commissioner for Adult, Vocational and Technical Education, U.S. Office of Education (USOE). Dr. Worthington has stated some of the reasons for urgent reform in his article entitled, "Why Career Education?". Take a few minutes now to read the excerpts from this article on page 18 and to look over some of the statistics which outline the national concerns, and how these same problems are reflected in Florida on page 19.

After reading these selections, you may continue the program on page 20.

Reading

WHY CAREER EDUCATION?

by Robert M. Worthington,
former Associate Commissioner for Adult,
Vocational and Technical Education
U.S. Office of Education
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Education has become the nation's largest enterprise. It now costs $85 billion a year, which surpasses defense outlays (previously our largest expenditure) by some $9 billion which figures out at about eight percent of the gross national product. Our per-pupil cost is roughly $1,000 a year, or $12,000 to $13,000 to get each youngster through the first 12 grades. Higher education costs are now somewhere in the neighborhood of $2,000–$4,000 a year.

I think parents and other taxpayers have the right to assume that their educational tax dollars are buying appropriate, self-sustaining career skills that will enable all young people to be economically independent when they leave the system. But statistics don't support that assumption. Of 3.7 million young people leaving formal education in 1970-71, nearly 2.5 million lacked skills adequate to enter the labor force at a level commensurate with their academic and intellectual promise. Many left with no marketable skill whatsoever. These 2.5 million students, dropping out of school at various levels, cost the nation upwards of $30 billion. This combined outlay represents about one-third of the entire amount spent on education in this country last year. We spend these billions to prepare 2.5 million young people for potential disenchantment, unemployment, aimlessness, and failure–year after year!

Even more distressing are the losses we cannot calculate in dollars–the losses of confidence and self-esteem, the sense of alienation and drift, the abasement and non-fulfillment–that burden millions of young people as they embark on their adult lives. The aftermath of these early defections, of course, usually shows up in our unemployment, welfare, and crime statistics.

Unfortunately, it is a rare high school that offers a student job training and counseling that enables him to enter the job market with a skill, or continue his education. Too often, the graduate has neither option, let alone both. By 1980, according to the Department of Labor, eight out of ten jobs in America will not require a four-year college diploma. Additionally, the typical member of the labor force will hold an average of eight to twelve different jobs during his forty years on the job market. This has staggering implications involving the shifting of careers, job flexibility, and adaptability . . . (emphasis supplied)

CONTINUED

NATIONAL CONCERNS – – –

Of 3.7 million young people who left formal education in the U.S. in 1970-71, nearly 2.5 million were inadequately prepared for a career. Of these,

850,000	*were elementary and secondary school dropouts; many found school irrelevant*
750,000	*were general curriculum high school graduates who did not attend college*
850,000	*entered college in 1967, but did not complete the baccalaureate or an organized occupational program*

– – – REFLECTED IN FLORIDA

In 1970, of the total number of people in Florida 14 years of age or older, 10 percent (or 532,576 people) had completed six years of school, or less; and a startling 50 percent of Florida's population (2,585,835 people) had completed eleven years, or less.

Among Florida's young people 16 to 24 years of age who were not enrolled in any school, we find a similarly disturbing situation: 3 percent of the total (or, 13,662 people) had completed five years of school, or less; 10 percent (56,048) had eight years of school, or less; and a whopping 35 percent of these young people (or, 184,253) had eleven years of school, or less.

After reading this selection continue the program on the next page.

The problem is reflected in other areas as well. Unemployment, particularly in the youth group, has been a persistent difficulty. During the sixties, the ratio of youth unemployment to adult unemployment rose from 3.3 to 5.5. Many of these youth have graduated or dropped out from our high schools without any saleable skills to offer prospective employers. It is frustrating to these young people, their parents, and to legislators, that despite the expenditure of billions of dollars annually, so many of our youth leave formal education without adequate training to enter the labor force at a level appropriate to their potential, many with no marketable skills at all. More important than the money spent may be these young people's resentment toward society and loss of self-esteem, resulting from unemployment or underemployment.

Other groups than youth have career problems, too, often aggravated by the "future shock" phenomenon of problems arising not so much from the *direction* of change as from the *rate* of change. It has been predicted that in the near future individuals will make career changes 8 to 12 times during their lives, as opposed to the past, when a person "finished his education" and entered a single, life-long occupation. Recently, we have become particularly conscious of one example. The creation of a vast and highly specialized space capability was followed, in a period of about a decade, by drastic cutbacks causing serious economic problems for communities and individuals, many of whom needed re-training in a new occupation. This focused attention on a problem likely to become more frequent, the highly specialized job which becomes obsolete or overcrowded. If the people in these jobs are to continue to be responsible, contributing workers, a system must exist to provide re-training that is effective and reasonably fast.

The number of women in the work force is steadily increasing, yet many are in jobs which underutilize their talents for lack of competent guidance and specific training. These needs are felt by the young, beginning worker, as well as by women returning to work after their children are in school. Both of these groups share with the displaced worker the need for an efficient entry-reentry system.

The problems arising from accelerated change, combined with rapid growth and urbanization, represent a challenge to education to anticipate needs and provide the systems that will meet these new demands.

The schools, as institutions, are also faced with serious problems. At the same time that educators are trying to find ways of increasing student achievement and the relevancy of their instruction, they are faced with student apathy towards learning, absenteeism, disciplinary problems, and high drop-out rates.

There is a growing reluctance for voters to continue the trend towards increasing educational expenditures, as seen in the constant defeat of school bond issues. Parents with children in school, as well as other taxpayers, express disappointment that, despite the substantial expenditures for education, large numbers of young people are leaving the schools without adequate career skills.

Vocational educators are unfairly criticized for not doing enough, yet the fact is, most students have never had a single career-oriented or occupationally-oriented course. In 1970, 71 percent of Florida's 4,667,000 persons 18 years of age and over had never completed a vocational program. Only 32 percent of the males and 25 percent of the females in this group had ever had such a course. This is unfortunate since vocational graduates generally have higher job satisfaction, higher annual earning, and un-employment rates one-third as high as those from equivalent socio-economic backgrounds who have had no vocational training.

The concept of career education emerged in response to these problems and needs. It asks the question, *"What are we educating people for?"* This implies that there is a definite goal, that the educational activity does not exist for its own sake, nor simply for the sake of keeping our children occupied part of each day. Most of us can remember wondering, on at least one occasion in our school experience, "What good is this? What am I learning this for?" but we assumed that the teacher must know the reason. If asked, she might say we were learning it because we would need it "later." Much later, it seemed to us! As educators, we

must keep asking the same question, and be sure we have good answers. If we can communicate this reason to the students, it could make their learning and our jobs much easier. This rationale is supported by data in a 1973 survey of 10,000 Florida teachers, principals, and school administrators, in which more than 80% agreed that "Instruction would be more effective if related to careers." (Career Education Curriculum Laboratory, 1973)

Of course, the idea of stating goals for education is not a new one. One of the traditional goals of education has been to prepare students adequately for college by means of an academic curriculum that is subject-centered. Other goals led to other curricula, which have tended to become compartmentalized into academic, vocational, and general educational programs. Some educators are saying that this is an artificial division. Work is one of the most important factors in any person's life: socially, economically, and emotionally. Even the most academically-oriented individual eventually comes in contact with the world of occupations, while the youngest school student identifies adults by occupation and is aware of growing up to "be" something. The separation of the vocational and academic aspects of education, therefore, does not reflect the union of the two within the person, and makes it difficult for teachers to relate their day-to-day instruction to the real world, which includes the world of careers.

Career education would restructure school curricula around a career development theme which would provide an immediate link between what the learner is doing in school, and the world in which the student lives outside of school. Increasing the relevancy of school experiences will have a beneficial effect on student motivation and achievement, and help educators deal with the related problems of apathy, delinquency, underachievement, and dropping-out. While few propose career education as the solution to *all* of our educational problems for the present and the future, it does promise to bring a new vitality to learning, eliminate the artificial separation between the academic and the vocational, and help each individual develop the competencies required to find a rewarding and satisfying career.

Background of the Career Education Movement

The emergence of career education as a major movement in education resulted from a combination of factors. The previously discussed societal and economic problems of the sixties caused pressure for change towards a system more attuned to career preparation. Educators, administrators, and legislators responded to these needs by encouraging greater emphasis on the vocational aspects of education. At the same time, the career development concept has been broadened, and has been recognized as involving more than just vocational training in secondary schools, although that remains an important part of the development.

Let us look at the development of the career education movement in more detail.

Vocational education exists today as an important, though separate, program within our secondary schools. Though the range and number of programs that can be offered are limited, these have generally been successful in advancing individuals' career goals. In view of this, it is difficult to understand why such a small percentage—29 percent of Florida's population over 17 years of age—has ever completed a vocational education course. Educators concerned with this phenomenon have identified some factors which they believe contribute to the problem:

- the compartmentalization of vocational education and academic education as separate domains
- overemphasis on a college education as preparation for all occupations, whether or not the content is relevant to the occupation
- association of social status with academic degrees
- the assumption that all education takes place in the school building during school hours; inadequate use of the community in education
- undue emphasis on *youth,* as opposed to all age groups, as the consumer in the educational system
- measuring educational accomplishment on the basis of time spent rather than on performance demonstrated

Several attempts have been made in the past decade to overcome these obstacles. Experimental projects have explored a variety of ways of relating school experiences to career preparation. The New Jersey "Technology for Children" project, which was designed to give elementary school students some familiarity with the tools, materials, and processes of science, was found to have beneficial side effects in terms of career education. In Florida, the Nova schools structured academic offerings around manual or technical occupational skills. Employment related experiences began in first grade and developed in direction and specialization through the twelve grades. The American Industries project in Wisconsin gave individuals progressive experience in problem-solving in industrial technology, finance, economics, and marketing. Construction and manufacturing careers were emphasized in the Industrial Arts Curriculum Project (IACP), and although it was designed for use at the junior high level, it has been used for instruction of apprentices as well.

The concept of career education, then, is not new. Many of the ideas embodied in career education have been advocated and tried in innovative projects such as those mentioned above, as well as many more. Established community organizations have also moved to meet the need for career education, as in the Junior Achievement program, the Boy Scouts' Explorer Program, and career clubs sponsored by professional groups such as legal societies, medical societies, and engineering societies, as well as branches of the armed services.

These "precursor programs" are primarily distinguished from the present career education program models in that most of the precursor programs were not *comprehensive*. The precursors, quite often, stressed only one or two aspects of the career development process, while the career education approach is a more global approach. While the precursors were generally limited to certain areas of the curriculum, were intended for a limited number of students, and were restricted to a few schools, the more comprehensive career education approach encompasses the entire curriculum, is for all students, and is often implemented on a district-wide or state-wide basis.

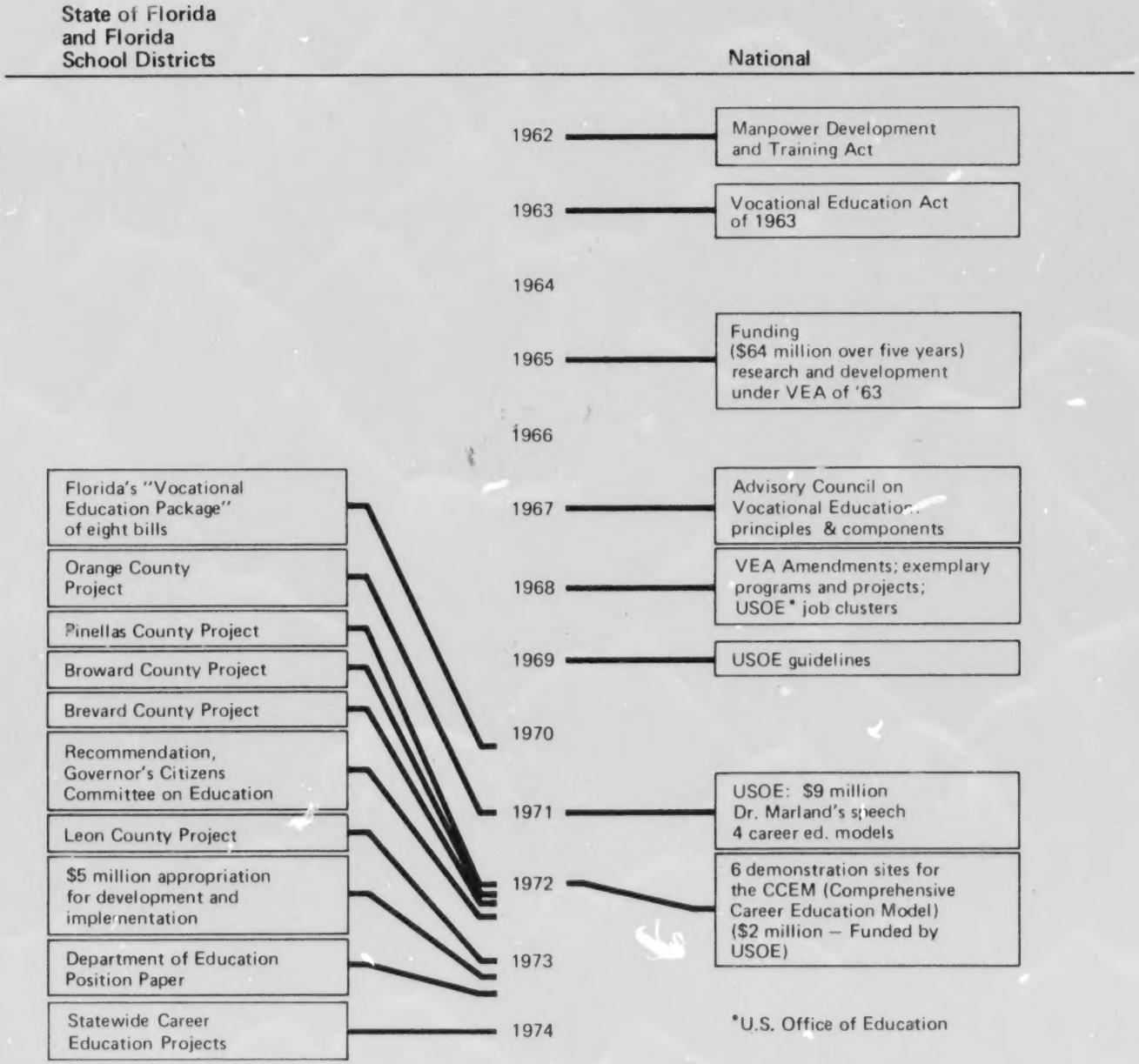
The movement toward career education gained impetus from commitment at national and state levels by educators, administrators, and legislators. Take a minute to examine the Chronological Table on page 23 which pinpoints some of the highlights of this movement.

Congress supported the need for vocational education by passing the Manpower Development and Training Act (MDTA) of 1962 and the Vocational Education Act of 1963. The latter act is especially important because (a) it represented a shift in philosophy, from meeting the skill needs of the market to meeting the employment needs of workers, and (b) it included substantial funding for research and development which laid the groundwork for the comprehensive career education concept. In 1967, the Advisory Council on Vocational Education advocated five operational principles for vocational education, which included a broadened concept of vocational education rather than simply specific job skills; reduced the separation of academic and vocational education; increased responsibility toward persons who had graduated or dropped out; made occupational preparation a part of every educational experience; created entry-reentry systems; and recognized the individual's needs, rather than those of the labor market, as the principal objective. The Council recommended that occupational preparation begin in the elementary schools, continue through high school and into adult years, and involve the community in the educational process. These recommendations were the basis for the 1968 Amendments to the Vocational Education Act, which provided for "Exemplary Programs" and funded the U.S. Office of Education (USOE) leadership efforts.

One result of this was the identification by the USOE's Bureau of Adult, Vocational and Technical Education of fifteen occupational clusters appropriate for Career Education. (Take a moment to look at these on your poster.) In 1969, the USOE issued guidelines for research and development efforts, and priorities for the exemplary programs and projects. These exemplary projects were to encompass occupational awareness at the elementary and secondary school level, work experience, job-skill training, and intensive occupational guidance and counseling before leaving school, usually during the last years of high school. It is clear from these guidelines that the USOE was strengthening the *developmental* concept of career education throughout the school years. Funding from the 1968 Amendments also made possible a number of research projects related to career education, such as

An idea whose time has come

A Recent Chronological Table


State of Florida and Florida School Districts
National
1962
Manpower Development and Training Act
1963
Vocational Education Act of 1963
1964
1965
Funding ($64 million over five years) research and development under VEA of '63
1966
Florida's "Vocational Education Package" of eight bills
1967
Advisory Council on Vocational Education: principles & components
Orange County Project
1968
VEA Amendments; exemplary programs and projects; USOE* job clusters
Pinellas County Project
Broward County Project
1969
USOE guidelines
Brevard County Project
1970
Recommendation, Governor's Citizens Committee on Education
1971
USOE: $9 million Dr. Marland's speech 4 career ed. models
Leon County Project
1972
6 demonstration sites for the CCEM (Comprehensive Career Education Model) ($2 million – Funded by USOE)
$5 million appropriation for development and implementation
1973
Department of Education Position Paper
Statewide Career Education Projects
1974
*U.S. Office of Education

the Comprehensive Career Education Model (CCEM). This model, which will be described in detail in the next section, is being demonstrated at six development sites. This "school-based comprehensive career education model" is one of the four major career education models being developed and tested under the sponsorship of the USOE.

A major force in the career education movement was the commitment of Dr. Sidney P. Marland, Jr., then U.S. Commissioner of Education, who declared it among the highest priorities of his administration. In September, 1971, Dr. Marland turned over $9 million of his discretionary funds for vocational research and development projects focused on establishment of comprehensive career education models. The four major models being developed and tested under this plan are described in the next section. *If you wish to read Dr. Marland's milestone speech "Career Education Now," it is reproduced as an OPTIONAL READING on pages* 26-28. *If not, continue the program.*

State agencies and legislatures have been quick to respond to the national leadership. Many states and school districts were already involved to some extent in career-related educational activities. The national impetus lent encouragement and coordination to these efforts, and helped them move toward a more comprehensive approach. States, such as California, Arizona, Wisconsin, Florida, and others have passed legislation to fund extensive career education developments. In Florida, for example, the combined efforts of the State Legislature, the State Board of Education, and the State Department of Education have resulted in the foundation of career education projects around the state. Besides passing the "Vocational Education Package" of 1970, which broadened the definition of vocational education, the Legislature in 1973 appropriated $5 million for career education program development and implementation in the school districts. *Responsibility* for program planning has been assigned to the *local school districts.* Five Florida county projects were underway by June, 1973, and many more were responding to the call for action with program proposals.

National funding and commitment, substantial though it is, would not have been adequate to stimulate so much interest and activity nationwide had states and local districts not been starting to move in this direction. Their active and enthusiastic participation will be essential if the ambitious goals of career education are to be achieved. Hoyt, et al. (1972) have said, "If such a conflagration could be ignited with so small a flame, spontaneous combustion must have been near. Career Education is an idea whose time has come."

Continue the program on page 29.

Reading

Optional

CAREER EDUCATION NOW

by Sidney P. Marland, Jr., former U.S. Commissioner of Education

. . . most Americans ask: "What are we educating our children for?"

Educators, it seems to me, have too often answered: "We simply are not sure."

Uncertainty is the hallmark of our era. And because many educators have been unsure as to how they could best discharge their dual responsibility to meet the student's needs on the one hand and to satisfy the country's infinite social and economic appetites on the other, they have often succumbed to the temptation to point a God-like finger at vocational educators and damn them for their failure to meet the nation's manpower requirements and doubly damn them for their failure to meet the youngster's career requirements, not to mention his personal fulfillment as a human being.

. . . How can we blame vocational educators for the hundreds of thousands of pitifully incapable boys and girls who leave our high schools each year when the truth is that the vast majority of these youngsters have never seen the inside of a vocational classroom? They are the unfortunate inmates, in most instances, of a curriculum that is neither fish nor fowl, neither truly vocational nor truly academic. We call it general education. I suggest we get rid of it.

Whatever interest we represent, federal, state, or local, whether we teach or administer, we must perforce deny ourselves the sweet solace of knowing the other fellow is in the wrong. We share the guilt for the generalized failure of our public system of education to equip our people to get and hold decent jobs. And the remedy likewise depends upon all of us. As Dr. Grant Venn said in his book, Man, Education, and Manpower: "If we want an educational system designed to serve each individual and to develop his creative potential in a self-directing way, then we have work to do and attitudes to change."

The first attitude that we should change, I suggest, is our own. We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grievous example of these intramural class distinctions is, of course, the false dichotomy between things academic and things vocational. As a first step, I suggest we dispose of the term vocational education, and adopt the term career education. Every young person in school belongs in that category at some point, whether engaged in preparing to be a surgeon, a bricklayer, a mother, or a secretary.

How absurd to suggest that general knowledge for its own sake is somehow superior to useful knowledge. "Pedants sneer at an education that is useful," Alfred North Whitehead observed. "But if education is not useful," he went on to ask, "What is it?" The answer, of course, is that it is nothing. All education is career education, or should be. And all our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or to go on to further formal education. Anything else is dangerous nonsense. I propose that a universal goal of American education, starting now, be this: that every young person completing our school program at Grade 12 be ready to enter higher education or to enter useful and rewarding employment.

Contrary to all logic and all expediency, we continue to treat vocational training as education's poor cousin. We are thereby perpetuating the social quarantine it has been in since the days of the ancient Greeks, and, for all I know, before then. Since the original vocational fields were defined shortly before World War I as agriculture, industry, and homemaking, we have too often taught those skills grudgingly—dull courses in dull buildings for the benefit of what we all knew were young people somehow pre-judged not fit for college as though college were something better for everyone. What a pity and how foolish, particularly for a country as dependent upon her machines and her technology as America. The ancient Greeks could afford such snobbery at a time when a very short course would suffice to instruct a man

how to imitate a beast of burden. We Americans might even have been able to afford it a half-century ago when a boy might observe the full range of his occupational expectations by walking beside his father at the time of plowing, by watching the farmers, blacksmiths, and tradesmen who did business in his home town.

But how different things are today and how grave our need to reshape our system of education to meet the career demands of the astonishingly complex technological society we live in. When we talk of today's career development, we are not talking about blacksmithing. We are talking about the capacity of our people to sustain and accelerate the pace of progress in this country in every respect during a lifetime of learning. And nothing less.

The question seems to be fairly simple, if we have the courage and creativity to face it: Shall we persevere in the traditional practices that are obviously not properly equipping fully half or more of our young people or shall we immediately undertake the reformation of our entire secondary education in order to position it properly for maximum contribution to our individual and national life?

I think our choice is apparent. Certainly, continued indecision and preservation of the status quo can only result in additional millions of young men and women leaving our high schools, with or without benefit of diploma, unfitted for employment, unable or unwilling to go on to college, and carrying away little more than an enduring distaste for education in any form, unskilled and unschooled. Indeed, if we are to ponder thoughtfully the growing charge of "irrelevance" in our schools and colleges, let us look sharply at the abomination known as general education.

Of those students currently in high school, only three out of ten will go on to academic college-level work. One-third of those will drop out before getting a baccalaureate degree. That means that eight out of ten present high school students should be getting occupational training of some sort. But only about two of those eight students are, in fact, getting such training. Consequently, half our high school students, a total of approximately 1,500,000 a year, are being offered what amounts to irrelevant, general educational pap!

In pained puzzlement they toil at watered-down general algebra, they struggle to recollect the difference between adjectives and adverbs, and they juggle in their minds the atomic weight of potassium in non-college science. The liberal arts and sciences of our traditional college-preparatory curriculum are indeed desirable for those who want them and can use them. But there must be desire and receptivity, and for millions of our children, we must concede, such knowledge is neither useful nor joyful. They do not love it for its own sake and they cannot sell it in the career marketplace. Small wonder so many drop out, not because they have failed, but because we have failed them. Who would not at the earliest convenient and legal moment leave an environment that is neither satisfying, entertaining, nor productive? We properly deplore the large numbers of young men and women who leave high school before graduation. But, in simple truth, for most of them dropping out is the most sensible elective they can choose. At least they can substitute the excitement of the street corner for the more obscure charms of general mathematics.

I want to state my clear conviction that a properly effective career education requires a new educational unity. It requires a breaking down of the barriers that divide our educational system into parochial enclaves. Our answer is that we must blend our curricula and our students into a single strong secondary system. Let the academic preparation be balanced with the vocational or career program. Let one student take strength from another. And, for the future hope of education, let us end the divisive, snobbish, destructive distinctions in learning that do no service to the cause of knowledge, and do no honor to the name of American enterprise.

It is terribly important to teach a youngster the skills he needs to live, whether we call them academic or vocational, whether he intends to make his living with a wrench, or a slide rule, or folio editions of Shakespeare. But it is critically important to equip that youngster to live his life as a fulfilled human being. As Secretary Richardson said, "I remind you that this department of government more than anything else is concerned with humaneness."

Ted Bell, now Deputy Commissioner for School Systems in OE, made the point particularly well in a recent speech to a student government group. He was speculating on the steps a

young person needs to take not just to get a diploma or a degree today, but to make reasonably sure he will continue to learn in the years ahead, to be an educated man or woman in terms of the future, a personal future. Dr. Bell said:

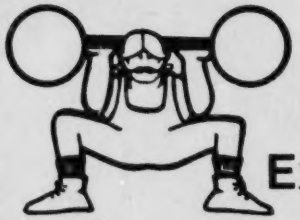
> *'Here the lesson is for each person to develop a personal plan for lifelong learning: learning about the world we live in, the people that inhabit it, the environment–physical and social–that we find around us; learning about the sciences, the arts, the literature we have inherited and are creating; but most of all, learning the way the world's peoples are interacting with one another. If one educates himself in these things, he will have a pretty good chance of survival and of a good life.'*

In other words, life and how to live it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts, and their minds, and, for many, their hands as well.

. . . We have begun, at least in part, the difficult, continuing work of reform. These recent tumultuous years of challenge and strife and all-encompassing change have given us lessons to learn, especially lessons in humility . . .

With a guarantee of your tolerance and support I will return to Washington and my new duties confident that the absolute need to develop a strong new program of career education is well understood by you who must understand it, that you and I agree on the kind of action that must be taken and the urgency of taking it . . .

After reading this selection return to page 24 in the program.



Exercises

The following exercises will help you to summarize the main points concerning the "precursors" to career education. The page numbers at the end of each exercise refer to the pages which dealt with the information in question.

1. List some of the major problems which prompted the emergence of the career education concept in the late sixties and early seventies. (See pp. 16 to 21.)

2. The rapid growth of the career education movement was due, in part, to the high priority given to it by the U.S. Office of Education. List some of the specific actions which demonstrated the USOE's commitment to the career education concept. (See pp. 22-24.)

3. There was one major distinguishing characteristic between the precursor programs and career education. Identify this characteristic by filling in the following sentence: (See p. 22.)

   Early experimental programs were not broad enough in scope to comprise a _____ career education program.

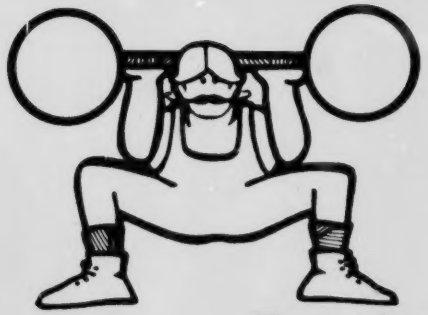
Definitions

Now that we have seen the problems which prompted the career education movement and have taken a brief look at the precursor programs, perhaps we should pause here and take a look at three concepts which seem to be at the very heart of our discussion: *career, career development* and, of course, *career education.*

CAREER: "Career" does not mean the same thing as "job." *Career is a broader term.*

The dictionary telis us that a "career" is a *long-term* or life-long pursuit, that it signifies doing something which is *productive* in nature, that it implies special *preparation or training,* and that it reflects something of the person's *self-concept.* Most theorists on career education would add several other dimensions to round out our definition; the majority would add that a career may include both *paid and unpaid work,* in which case they would refer to the paid careers as occupations. Most, if not all career educators, would omit as archaic the interpretation of "career" as referring to only those occupations which have the highest prestige in our society, such as occupations related to Medicine, the Law, or the Clergy. Many would include such noneconomically motivated careers as that of parent, citizen, group member, and neighbor as being equally important to an individual's development as having an occupational career. Without eliminating any of the other careers which a person might adopt as an adult, career education focuses most sharply, *but not exclusively,* on the development of an individual's potential to become an economically productive member of society, and uses this focus to assist the individual in the acquisition of those skills necessary for success in their other "life careers."

The manner in which you define the concept "career" will have a profound effect on the way in which you view career educational objectives and activities. There are several definitions of the term outlined on page 31. But before using those as a reference, take a minute here and write down your own definition of "career." You may want to use this definition, rather than any of those advanced by another author, in your work with your colleagues and students.



Exercises

Now, you may want to turn to the *optional reading* on page 31 and see how others have defined career. *If not,* please turn to page 32.

Readings

Optional

CAREER—a few definitions . . .

"A career is a personally satisfying succession of productive activities hinged together over a lifetime and generally leading to greater satisfaction and contribution."

CAREER EDUCATION: WHAT IT IS AND HOW TO DO IT, Kenneth B. Hoyt, et al., Olympus Publishing Co., (1972). Reprinted by permission.

"A definition of career comes close to a secularization of the classical concept of vocation . . . The psychological aura surrounding career suggests the relevance to it of such terms as commitment, dedication, internalization, lifestyles, service, the use of knowledge, perspective towards life, human relationships, and life goals . . . All human beings are involved in career activities; all human beings must develop the competence, the skills, the personal understandings, and the knowledges essential for the successful performance of their roles, to serve the interests of both their fellow men and themselves. The concept of the careers curriculum involves a centrality of concern for the range of life careers in which the individual will engage . . . "

"A Careers Curriculum," Keith Goldhammer, from CAREER EDUCATION: PERSPECTIVE AND PROMISE, Keith Goldhammer and Robert E. Taylor, Charles E. Merril Publishing Co., (1972). Reprinted by permission.

"A sequence of choices which form a pattern throughout one's life and which represent aspects of the self-concept."

CAREER EDUCATION: A HANDBOOK OF FUNDING RESOURCES, Charles W. Ryan, Houghton Mifflin Co., (1973). Reprinted by permission.

"The term career includes productive activity which is salaried or non-salaried."

"Career Education in Florida," An official position paper of the Department of Education, October, 1973.

After reading this section, continue on the next page.

Career development: Given the definition you have just specified for the concept "career," we can now begin to explore the process and variables which affect its development. Educators have long been acquainted with the complexities and seemingly endless variations of patterns which have come to be known as *human development.* Only recently, however, have behavioral scientists begun to establish the outlines of a process that can be called "career development." The factors involved in this developmental process have been clarified with advances in such fields as psychology, psychometrics, sociology, economics, and guidance and counseling. Two major conclusions have come out of the last three decades of research on the subject: first, career development is a part of the broader process of human development, and to be understood, must be viewed as such; second, the process of career development has profound significance on an individual's self-development and self-concept.

According to Samuel Osipow (1973), we now know the following about the career development process:

1. We can say that career development takes place in a social setting, and is defined, to a great degree, by the characteristics and conditions of the society and culture in which it takes place.
2. Career development is a process which *is influenced by changes both within the individual, and in the environment* of which the individual is a part.
3. With the tremendous emphasis which is given to productive labor and occupations within our society, *the career development process can produce anxiety in making career decisions.* Dissatisfactions and unhappiness can result if the decisions are based upon misinformation, or insufficient information.
4. *Abilities seem to play a more important role in career placement than career interests.* Although a person's interests may provide direction, any long-term involvement in a career is usually based on the person's abilities.
5. The idea that an individual's characteristics indicate one, and only one, occupation for which that person is suited is outdated and inaccurate. Studies indicate that the great majority of people *can use their talents and skills in a variety of occupational settings.*

In addition, we can say that:

6. In our rapidly changing world, the idea that most persons will choose an occupation or career for an entire lifetime is outdated. Because we all go through a process of continually changing interests and adapting to changes around us, *career development must be considered a lifelong process,* not limited to late adolescence. Also, since career development is part of the broader process of human development, it begins in early childhood, long before the adolescent years.

Although research in career development has been going on steadily since the turn of the century, and experienced a great upsurge during the early forties and the immediate post World War II period, educators have not applied the fruits of these efforts to the solution of their educational problems until very recently. Dr. Edwin L. Herr provided the catalyst for a flurry of constructive activity with the publication of his thought-provoking paper entitled, "Unifying An Entire System Of Education Around A Career Development Theme." He synthesized much of what had been studied, and formulated a succinct statement of why the educational system and research in career development should be linked together. Portions of this paper have been reproduced in the *OPTIONAL READING* on pages 34-36 for you if you have interest in a more detailed look at the various approaches to career development.

Now you may want to look at some short definitions of career development produced by leading educators. If so, turn to the *optional reading* on page 37. If not, continue the program on page 38.

Reading

Optional

Unifying an Entire System of Education Around A Career Development theme

by Edwin L. Herr

Work has always had the potential of meeting more than the economic needs of man. It also provides a means of meeting far broader social and psychological needs among which are needs for social interaction, personal dignity, identification, and human relationships. In view of the prevalence of alienation, characterized by difficulties in seeing oneself surely and constructively as a part of the adult society, it seems apparent that many individuals have not been assisted to view work as having personal relevance, as being critical to the way of life they will exhibit, or as being a consistent vehicle for finding self-fulfillment.

. . . The most consistent approach to career development, at least in a historical sense, is that labeled trait and factor. The trait and factor approach to career development, because of its consistent partnership with the findings of psychometrics, has identified the importance of certain specific factors to choice behavior, job satisfaction, and job success. It has examined and identified the interaction of variables such as occupational aspirations, occupational stereotype, and occupational prestige as they influence personal value systems and by which is delimited the occupational fields in which exploration will be focused; the importance of social status, socio-economic background, parental influences, and the existence or lack of existence of role models in creating the climate in which vocational development proceeds; the occupational limits prescribed by intelligence level and by the possession of specific aptitudes. It has demonstrated that most individuals have multipotentiality and, thus, the cliche that there is one right job for everyone has little foundation in reality. In addition, trait and factor approaches cast light on the range of ability and temperament found in, and the latitude which is available to tolerate, individual differences in most occupations.

. . . Trait and factor theory has given impetus to an actuarial approach to vocational development in which are couched probability statements of success and failure in terms of specific tasks or jobs. The logic of trait and factor approaches is reflected in the assumptions that individual differences can be observed and classified in terms of certain variables; occupational requirements can be classified in analogous ways; and, thus the individual can be "matched" to the right occupation. Such assumptions represent both the strengths and the weaknesses of trait and factor approaches to career development. Trait and factor approaches have been primarily oriented to specific occupations or to specific tasks but career development is not concerned solely with the choice of an occupation per se but rather with a process by which such choices can be purposefully integrated in a patterning of decisions through which an individual plans and implements his measurable traits as well as their personal meaning to him. Further, trait and factor approaches are static in nature. They do not provide for or consider systematically the dynamics, the changing nature of the individual, or the environmental characteristics to which he must relate himself.

. . . A third approach to career development is sociologically based. It has become increasingly clear that the social structure of which one is a part has a great deal to do with the viability of the choices which are made. Thus, there are limitations placed upon career development by restricted social class horizons. Much floundering in decision-making is a result of limited avenues of career choice or limitations upon the knowledge of opportunities available to the individual so restricted.

. . . A fourth approach is one which can be described as a complex information processing model. It suggests that the magnitude of the information, of the factors which need to be considered, in career development is so overwhelming that the individual prematurely selects a career, and supports his selection by rationalization, or by a process which Festinger (1957) calls cognitive dissonance, without sufficient thought to the implications of the choice.

. . . A fifth approach is based in need or personality theory. The major assumption of this approach is that because of differences in personality structure individuals develop certain need predispositions, the satisfactions of which are sought in occupational choices and ultimately through career development. This hierarchy or pattern of personal orientation directs the individual toward an environment within which can be found satisfaction or a reduction of needs. Such an approach gives more emphasis than the others cited to genetics, child-rearing practices, and early childhood experiences as these relate to later vocational behavior.

The sixth and final approach to be considered here is that which gives major emphasis to the importance of the self-concept. Self-concept approaches to decision-making and career development can be separated from personality or need approaches not because they reject the latter but because their emphases are more developmentally focused and the importance of the self-concept, as the integrating construct, is accentuated. The assumption is made that individual behavior is shaped by one's self-concept system, the pictures which one has of himself in different roles, which he attempts to implement through career development, and in specific choice behavior. One learns through experience and by socialization what kind of person he is, that of which he is capable, what he values, his strengths and weaknesses, and the kinds of outlets which will be compatible with the pictures he has of himself. This is a dynamic model which provides for change in individual behavior, change in environmental expectations, and change in the interaction between the individual and the environment.

. . . The collective finding of these several approaches to career development is that career development like all human behavior is complex. Like other developmental processes, individuals will differ in their readiness level and in the ways by which they develop. Thus, not everyone will reach the same point at the same time. Career development is integral to the total fabric of personality development broadly conceived. It is characterized by progressive development within a network of impinging forces intrinsic and extrinsic to the individual. Career development and choice behavior develop through processes of growth and learning which extend from infancy through at least young adulthood. Choice behavior involves a series of interdependent decisions which are to some extent irreversible. The factors which interact with choice-making and which need to be developed include personal capacities, interests, and values; the availability and the requirements of training; opportunities available in the occupational structure; and, the self-concept as it is cast against such relationships as self in institution, self and environment, and self-in-process.

Vocational behavior and career selection develop from less effective behavior and unrealistic or fantasy choices to more complex behavior, more specifically in selection and more realistic choosing . . .

Career development theory indicates that individuals progress through life stages which place upon them different expectations in terms of the specificity and the realism of career choice and these are mediated to a large degree by the cultural strata and the socio-economic class of which one is a part. Thus, what one becomes as a person as well as in the vocational sense depends upon his mastery of an array of developmental tasks, including specific learning tasks, which find their genesis in the early years of the family.

Because of the importance of early childhood experiences in the family, the school, and the community, intervention in career development needs to begin during the first decade of life. This is the nursery of human nature and the time when the attitudes are formed which ultimately are manifested in vocational commitment or rejection. Youngsters in elementary schools must be exposed to experiences which are meaningful in terms of their individual characteristics and to information which is accurate if they are not to carry residuals of exaggeration and over-romanticized occupational stereotypes into later decision-processing. Further, it is relatively futile to expect one in early or mid-adolescence to commit oneself to a specific occupational choice, except as he rejects the normal cultural expectation to involve himself in education, but it is possible and central to this life stage to wed occupational and educational information to vocational exploration . . .

Career development theory also emphasizes the importance of providing youngsters experiences which enable them to identify and try on suitable work roles. Probably the richest source of these opportunities for most young people is part-time work experience. But to receive maximum educational value, the stimuli which work provides must be analyzed in relation to the self. Work is not the only way to test reality. Curricular experiences and extra-curricular experiences if used with purpose,

analyzed, and placed into a context meaningful to the individual can serve this purpose well.

Career development theory also points out that decision-making involves action. Thus, ways must be found to help students take responsibility for their own learning and increasingly for their own direction. They need to be more involved in planning. To learn to be responsible and to be involved you have to be given responsibility and involvement.

In sum, as the findings of career development have unfolded, the emphases attendant to guidance and the aspects of education which have vocational implications have shifted from a Parsonian model of matching man and job to a model more committed to the clarification of those aspects of self—e.g. interests, capacities, values—which need development for a lifelong process of planning and decision-making. Within the individual must be fostered a conscious awareness that he does have choices, he must be assisted to verbalize and make explicit those choices with which he is presented, and to translate these into action. The base of alternatives from which individuals conceptualize choice must be made broader than the dichotomy between work and college. The alternative plans of action which ensue must be tested against a clarified value system within which are recognized and implemented concepts related to the risk function as a basic and essential reality. The individual must be encouraged and assisted to determine at any given choice point what kind of decision is involved and the factors inherent in the decision that make a difference to him. Such expectations cannot be accomplished by any set of specialists alone but must pervade and be reinforced throughout the educational process . . .

After reading this selection return to page 33 in the program.

Readings

Optional

CAREER DEVELOPMENT
—as a few writers see it . . .

"Through a career a person seeks to progressively accommodate the environment to suit himself, while simultaneously being progressively incorporated by the environment. Career development is a balancing operation—recognizing and meeting the needs of the individual while recognizing and responding to outside forces and a lifelong process of working out a synthesis between the self and the realities and limitations of the world."

CAREER DEVELOPMENT: GROWTH AND CRISIS, Arthur Kroll, Wiley,(1970). Reprinted by permission.

"Career development is self development over the life span through education, work, and leisure."

CAREER GUIDANCE: PAST, PRESENT, AND FUTURE, Norman C. Gysbers and Earl J. Moore, University of Missouri, (1972). Reprinted by permission.

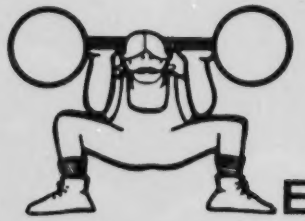
"A lifelong process which involves a series of experience, decisions, and interactions. Self concept is interwoven with the progressive nature of this development."

CAREER EDUCATION: A HANDBOOK OF FUNDING RESOURCES, Charles W. Ryan, Houghton, Mifflin, Co., (1973). Reprinted by permission.

After reading this selection, go to the next page in the program.

Career Education: Basically, *career education* is the institutionalization within the educational system of those concepts we have used to define *career* and *career development*. It is a refocusing of the educational spotlight so that it takes in not only activities which are academically oriented, but also allows the learner to look at the world of careers and occupations. It is a broad educational approach, founded on our knowledge of human development and career development. It is the organizational recognition of the importance of careers and occupations in the lives of contemporary and future Americans. It is an educational innovation that is built on the experience of the past, yet is future oriented.

Can you synthesize all of the foregoing information into your own definition of career education? Do not hesitate to project your own thoughts in a definition. After fashioning your definition, look at the other definitions on pages 39-40.



Exercise

Think it over

Readings

CAREER EDUCATION—has many definitions . . .

". . . career education may be considered as the development of the skills and knowledge through which individual students may fulfill their own unique needs with regard to occupational choice, social responsibility, leisuretime activity, and personal development.

Career education is comprised of those gradual, cumulative, educational activities and experiences necessary for a student to achieve increasing knowledge and personal competence, so that he may achieve satisfying and self-sustaining roles in society.

At the minimum, career education involves the development of an objective opinion regarding one's self, knowledge of the various options open to one, and skills in goal formulation, personal planning, and decision making. In its full extent it also involves knowledge of how to augment one's options and how to successfully pursue one's goals."

CAREER EDUCATION: AN ANNOTATED BIBLIOGRAPHY FOR TEACHERS AND CURRICULUM DEVELOPERS, American Institutes of Research, (1973). Reprinted by permission.

". . . career education is a preparation for all meaningful and productive activity at work or at leisure, whether paid or voluntary, as employee or employer, in private business or in the public sector, or in the family. The key words are 'productivity' and 'achievement' ".

CAREER EDUCATION: WHAT IT IS AND HOW TO DO IT, Hoyt, et al., Olympus Publishing Co., (1972). Reprinted by permission.

"Career education is a comprehensive education program focused on careers, beginning in early childhood and continuing throughout the adult years. It provides for an emphasis on the student's development of an awareness of the world of careers, exploration of career opportunities based on personal attributes and aspirations, and the formulation of career development decisions based on realistic choices. It is designed to assist the student's identification of the interrelationships of career development to self-fulfillment and to social responsibility. The furtherance of career education requires a direct involvement of the total community with the educational system."

ATTITUDE AND INFORMATION SURVEY ASSESSMENT, Career Education Curriculum Laboratory, The Florida State University, (1973).

Reading

Take Note

Career Education in Florida

"Career education is an integral lifelong process. It prepares individuals to become personally fulfilled, economically self-sufficient, and responsive to their responsibilities as citizens. The fundamental concept of career education is that all aspects of education–curriculum instruction, counseling, and working–should be involved in this process.

Career education is neither academic education nor vocational education, but is an integration of learning and doing which involves both. It is a total concept which should permeate all education, giving a new centrality to the objective of successful preparation for and development of a lifelong, productive career.

Career education is continuous. It extends from kindergarten through the university, and throughout the working life of the individual. Under this concept, every learner should leave the educational system with a saleable skill. This means a minimum of an entry-level occupational skill. The complexity of this skill will depend upon the point at which the learner leaves the educational system, as well as the career interest of the learner. Career education also involves returning to the educational system to gain further competencies in one's career or to change career direction.

Career education functions through the total efforts of public education, the home, and the community. It is aimed at helping all individuals become familiar with the values of a productive society, to integrate these values into personal value systems, and to implement these values in individual life styles. As a result, a productive career should become possible, meaningful, and satisfying for each individual.

Basically, career education concerns itself with the problems of the economic man through providing him with a link between his education and his work. It also recognizes that there are some significant aspects of every man's life outside his role as an economic man. He is, also, a citizen, a person, and an heir to man's past creativity which he not only must take into account, but has an obligation to perpetuate. Therefore, choices involving personal life styles, personal values, and leisure time preferences are an essential part of one's career development."

CAREER EDUCATION IN FLORIDA, State Department of Education, October, 1973.

Optional break

After reading this selection, go to page 42 in the program.

What is career education?

Elements and outcomes

The most common conceptual framework for career education is structured around eight central components, or "elements," which, taken together with eight corresponding "outcomes," give us the most widely used and accepted *functional definition* of career development. This model, originally formulated at The Center for Vocational and Technical Education of the Ohio State University and supported by developmental funds from the U.S. Office of Education, is the closest thing that now exists to a

Each of the brief discussions of the individual ele the abilities which are implied within that element is pr several questions which an educator might ask of a assess some aspect of the learner's career developme through each set of questions carefully, then write think is the *central aspect* or *learner characteristic* whic sought in that set of questions. Then, turn the page t commonly used name for that characteristic, or career

"national model" for career education. It is, at present, the most common answer to such questions as, "How do you implement the career development process in a curriculum?" and "What behaviors should learners who are involved in career education display at any given phase of their career development?".

The eight elements and outcomes are the result of extensive research dealing with career development, as well as the practical experience gained during the trial and error period of the precursor projects. The elements/outcomes framework sets no limits on the methods, techniques, or devices which should be used in accomplishing career education goals. On the contrary, they provide eight broad avenues to approach the expected outcomes, avenues which are broad enough to contain a great deal of diversity and flexibility. As you go through the eight elements in the following pages, you will find striking similarities between these career education elements and the traditional components which have acted as the framework for education in the past. Because a great deal of what you will see will be familiar, though modified, you will now have an opportunity to use your experience in education in discovering the elements in much the same way as the elements/outcomes framework was originally

element.

The names of the elements which you will identify below in scrambled order:

ATTITUDES AND APPRECIATIONS

CAREER AWARENESS

BEGINNING COMPETENCY

DECISION MAKING

EMPLOYABILITY SKILLS

SELF AWARENESS

EDUCATIONAL AWARENESS

ECONOMIC AWARENESS

Name the
LEARNER CHARACTERISTICS
which these exercises are meant to identify.

Imagine that a fifth grade student was given the following questions and that the student was asked to select the best answer in each case.

1. In which of the following activities do you think you have the *most ability*?
   a. putting together a large machine
   b. counting and arranging things
   c. talking with the general public
   d. planning a family's meals for a week

2. Which of the following do you think you would *most enjoy?*
   a. working with a large group of people
   b. caring for animals
   c. being alone a great deal
   d. working under supervision

3. For which of the following *abilities* do you think you would have the *least* aptitude?
   a. writing a poem
   b. singing in a group
   c. making your own clothes
   d. designing pieces of pottery

4. Which of the following do you *least enjoy* in school?
   a. working math problems
   b. drawing detailed diagrams
   c. doing experiments in the lab
   d. explaining what you read to others

5. Which of the following can you say about yourself?
   a. Nobody else is like me. Everybody is different in different ways.
   b. I am like everybody else in my class.
   c. Some of my friends are like me in every way.
   d. I cannot decide.

What *student characteristic* do the above set of questions seek to identify? Write below what you think the characteristic is.

Turn the page to see what the generally accepted name of the characteristic is.

ELEMENT

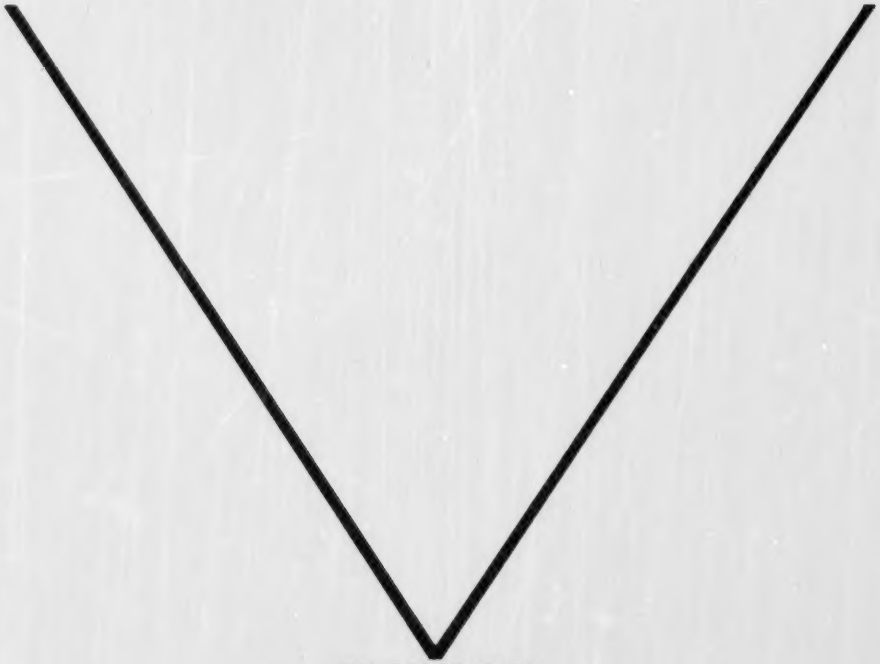
self-awareness

Self-Awareness refers to the knowledge of self that will enable an individual to make career decisions. This *element* can be further broken down into the following *sub-components:*

The ability:

- to relate one's interests, aptitudes, and achievement to the realization of one's career aspirations
- to use and understand the concept "role"
- to understand and accept uniqueness of self, and past and future change
- to understand the environmental forces which influence one's development
- to understand the relation of self to values
- to understand the importance of self-goals based on self-knowledge

Self-Awareness development is the process of developing each of the above abilities in the individual from kindergarten through the adult years. Such a process would result in an individual who is able to use self-knowledge in making career decisions. Then, the outcome of Self-Awareness is:



A middle school teacher asked her students if they agreed or disagreed with the following statements.

Agree	Disagree	
____	____	1. A psychologist needs more years of education than a hotel manager.
____	____	2. If a person wants to design insurance plans he should learn more mathematics than history.
____	____	3. A stenographer does not need any education.
____	____	4. School helps people to know what they want to do in life.
____	____	5. Education cannot help people in the use of their leisure time.

In asking the above questions what *student characteristic* is the teacher trying to evaluate? Write below what you think the characteristic is.

_____

_____

Turn the page to see what the generally accepted name for the characteristic is.

Educational Awareness refers to the perception of the relationship of education to one's careers and life roles. This *element* can be further broken down into the following *sub-components:*

- the ability to understand that learning occurs both in and out of school
- the ability to recognize education as part of total career education
- the ability to recognize that different careers need different kinds of educational preparation
- the ability to recognize education as a primary means for achieving life goals

As the learner moves from kindergarten through the adult years, each of the above mentioned abilities is developed. Such a process of Educational Awareness Development would result in an individual who is able to relate the education he is receiving with his future roles. Thus, the *outcome* of Educational Awareness is:

EDUCATIONAL IDENTITY

lists.

_____ a. Hotel front office clerk	1. Needs more on-the-job training than learning in school
_____ b. Musician	2. Needs his physical strength most
_____ c. Nurse	3. Greets guests, rents rooms, and supplies information
_____ d. Soldier	4. Helps keep the city clean
_____ e. Hotel bellboy	5. Depends heavily on his natural ability
_____ f. Garbage collector	6. Has to be prepared to work during the night

What *student characteristic,* in your opinion, do the above questions test?

_____

_____

Turn the page to see what the name of the characteristic is, as seen by most people.

career awareness

Career Awareness refers to the understanding of the characteristics of the World of Work that determine one's life career decisions. This *element* can be further broken down into the following *sub-components:*

- the ability to understand the variety and complexity of careers in the World of Work
- the ability to understand the relationship of careers to social goals, functions, and needs
- the ability to identify the characteristics of the preparations for various careers
- the ability to understand that "career" involves progressive stages of preparation
- the ability to understand the relationship of one's career to one's lifestyle

Each of the above abilities takes shape in the learner as he moves from kindergarten through adulthood. Such a process of Career Awareness Development would result in an individual who is able to make career choices which are compatible with his desired lifestyle. Thus, the *outcome* of career awareness is:

CAREER IDENTITY

The following test was designed by a school teacher who asked the students to indicate if the statements were true or false.

1. An architect usually makes more money than a watch repairman.
2. A worker in the field of transportation is likely to be out of work during parts of the year.
3. No states have the right to tax your income; this is the job of the federal government.
4. "Gross pay" is the amount of pay you take home.
5. Low paying jobs can sometimes be more satisfying than high paying ones.

What *student characteristic,* do you think, is the above test trying to evaluate?

_____

_____

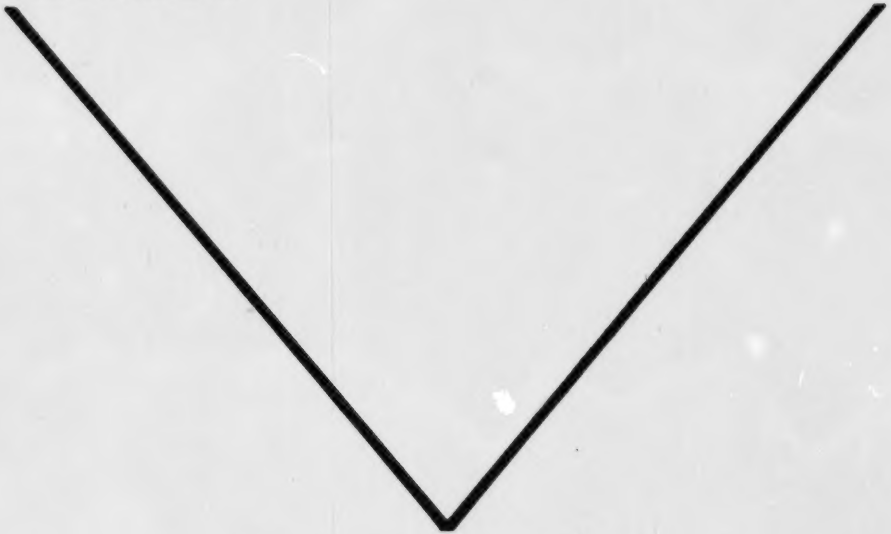
Turn the page to see the element named for this characteristic.

economic awareness

Economic Awareness refers to the perception of the relationship of the economic processes in the environment to one's life career decisions. This *element* can be further broken down into the following *sub-components:*

- the ability to relate one's career roles to one's lifestyle and personal economics
- the ability to recognize the social and economic benefits of careers
- the ability to recognize non-occupational means of acquiring wealth
- the ability to relate personal economic status to social economy

From kindergarten through adult years, each of the above abilities develops gradually. Such a process of Economic Awareness Development leads to an understanding of the economic environment that is necessary to shape one's career. Thus, the *outcome* of Economic Awareness is:



ECONOMIC UNDERSTANDING

questions:

1. Have you decided to complete high school or get a job before you graduate?
2. Can you give three reasons for your decision?
3. Can you give three reasons for a possible alternative decision?
4. How did you decide between staying in school or leaving before graduation?

Write below the *student characteristic* that you identify with the above set of questions.

_____

_____

Turn the page to see the characteristic which can be identified with similar questions.

decision making

Decision Making refers to the skill of applying one's knowledge to a rational process of career choice. This *element* can be further broken down into the following *sub-components:*

- the ability to relate career goals to the process of making career decisions
- the ability to identify, gather, and apply information
- the ability to identify and select alternatives, and to use them in making decisions

Each of the above abilities takes shape in the individual as he moves from childhood through the adulthood years. This process of Decision Making Development would result in an individual competent to direct his own career through a realistic plan. The *outcome* of Decisi Making, then, is:

CAREER DECISIONS

In the following test, the students were asked to read the list of occupations given and then answer the questions that follow:

Television Cameraman	College Professor
Food Inspector	Vice President of a large Company
Registered Nurse	Mimeograph Machine Operator
Medical Secretary	Ambulance Attendant
Sandwich Maker	Chief Telephone Operator

1. Select one of the jobs from the above list that interests you.
2. Describe in a sentence the main task that the job would involve.
3. List the steps involved in performing the task.
4. List the tools necessary for performing those steps.
5. List other people, if any, with whom you might have to deal as you perform the steps.
6. Write a sentence describing what you could do to find out if your task was successful.

What *student characteristic* does the above test try to identify?

_____

_____

Turn the page to see the name for this element.

beginning competence and skill awareness

This refers to both awareness and acquisition of the skills necessary in the performance of tasks related to one's career. This *element* can be broken down into the following *sub-components:*

- planning and process skills such as the ability to identify objectives, specify resources, outline steps of action, perform the steps, and evaluate the action
- the ability to identify the tools required for tasks in business, industry, and commerce
- the ability to identify the interpersonal relationships involved in various career roles
- the ability to perform basic entry level tasks on a preparatory level
- acquisition of in-depth skills for entry into relevant occupation(s)

Beginning Competency Development is a process which results in the ability to perform the basic tasks necessary for entering an occupation. Thus, the outcome of Beginning Competency is:

EMPLOYMENT SKILLS

A teacher, in a mock interview, rated students against the following checklist.

The student:

_____ Showed up on time

_____ Knew enough about the job he was interested in

_____ Knew something about the employing company

_____ Was neat in appearance

_____ Was pleasant and confident

_____ Was not unduly anxious about the salary

_____ Talked moderately

_____ Was polite and courteous

_____ Had a well-prepared resume

_____ Was aware that applicants would be chosen on the basis of suitability, rather than either the amount of education or the degree of economic need

Name the *student characteristic* that the checklist attempts to identify.

_____

_____

Turn the page to see the name of this characteristic.

employability skills

This refers to the social and communication skills appropriate to career placement. This *element* can be further broken into the following *sub-components:*

- the ability to understand the implications of working in independent, team, and supervised situations
- the ability to relate one's interest and aptitude information to occupations
- basic work habits and attitudes necessary for entering occupations of one's interest

The process of Employability Skills Development takes place in the individual along the above lines. Such a process would result in readiness for placement consistent with the individual's career plan. The *outcome* of Employability Skills is:

A student about to graduate from high school was asked the following question.

Question: Assume that you got into an argument with your employer about a new idea you proposed. Your colleagues seemed to disagree with you, too. Which of the following best describes your position?

1. I will quit the job. People around here seem very unfriendly.
2. I will not quit the job. I will stay and show how my idea works, and that all other ideas were simply wrong.
3. I don't care. It's none of my business to think of efficient ways of doing things. It's up to my employer.
4. I always knew that I was incapable of saying something original. All my ideas seem poor.
5. Have I thought out my idea well? Maybe my colleagues see the problem differently. Let me re-think the whole thing.

Name the *student characteristic* that the above question attempts to identify.

_____

_____

Turn the page for the common name of this characteristic.

attitudes and appreciations

This refers to one's feelings towards the social and economic environment in relation to one's life roles. This ***element*** can be broken down into the following *sub-components:*

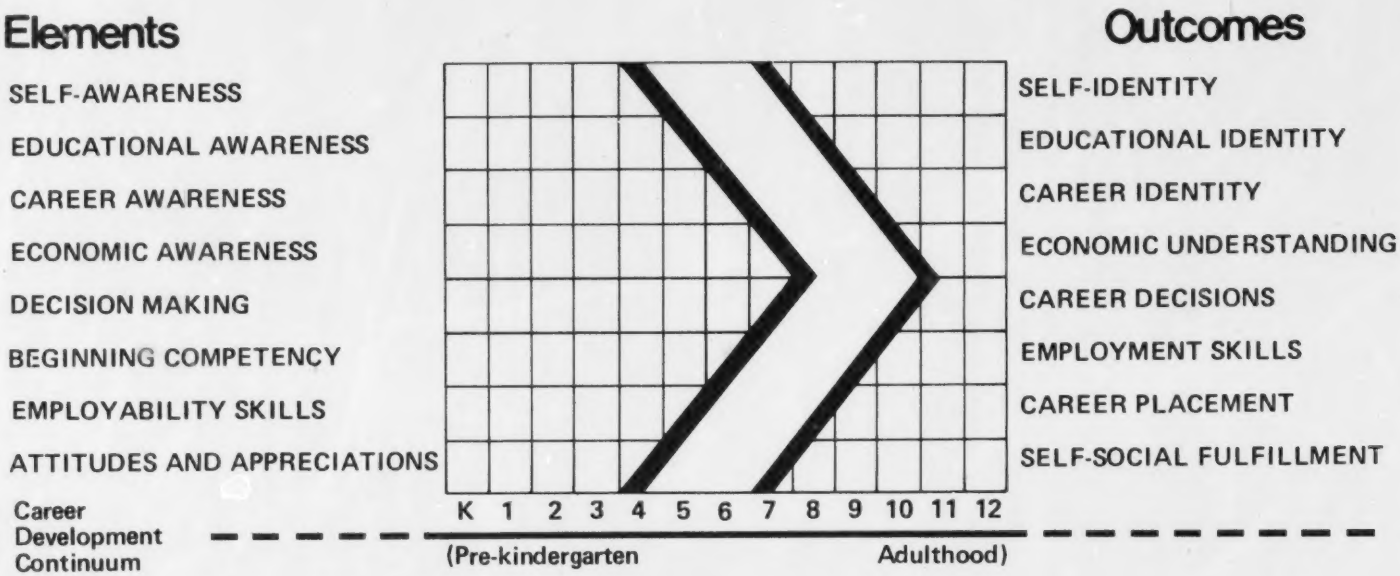
- recognition of one's responsibilities involved in accepting a job/task
- recognition of differences in the environment and the ability to be tolerant and flexible

Development of Attitudes and Appreciations involves the acquisition of the above mentioned abilities as one moves from youth through adulthood. Such a process would result in a socially self-fulfilled individual who carries on an active and satisfying work role. The *outcome* of Attitudes and Appreciations is:

SELF-SOCIAL FULFILLMENT

Summing up the information on the foregoing pages, Career Development is a process that takes place in the individual as he/she moves from kindergarten days through adulthood years. It is basically an eight dimensional process, each dimension being referred to as an ELEMENT. Each element has a corresponding OUTCOME which refers to the end product of the development process. Thus the overall end product of Career Development can be envisioned as an integration of the eight outcomes into an individual.

The foregoing analysis of Career Development into its eight major elements and the eight major outcomes can be combined with the levels of education in a person's life (kindergarten → adulthood). The result would look like the following diagram:



This diagram is the framework for what is now referred to as the Comprehensive Career Education Models (CCEM) matrix. More about the matrix and its origin will follow on later pages.

It illustrates the progress of an individual along a "career development continuum" as he progresses along each of the eight elements towards the eight desired outcomes. At any grade level the individual's "career development" is simply a composite of his progress along all the eight elements.

Notice that employability skills and employment skills are *not* an element/outcome pair. *Employment Skills* is the outcome of *Beginning Competency*. *Employability Skills* is an element, whose outcome is Career Placement. You may want to review pages *54* through *57*, to be sure you know the difference.

The challenge to education is to maximize the growth of the individual along this Career Development Continuum so that, by the time he arrives at a stage where it is necessary to make decisions concerning occupational or life careers, he will have acquired the necessary knowledge, skills, and attitudes to make such decisions as will lead to a productive and satisfying life.

Instructional objectives can be written for each of the cells in the framework, deriving objectives directly from the sub-components of the respective element.

Career education models

Four prototype models are being developed and tested by USOE:

1. *The Employer-Based Model* seeks primarily to serve teenage students through an *optional* out-of-school program of personalized educational experiences in an *employer-based setting.* The model stresses community participation, particularly by businesses and organizations, in cooperation with the schools, to offer an alternative educational program relevant to the individual's interests and needs. Development sites are in Berkeley, California; Portland, Oregon; Philadelphia, Pennsylvania; and Charleston, West Virginia.
2. *The Home-Based Model* is designed to introduce a variety of experiences using the home as a center for learning, especially for persons 18 to 25 years of age who have left school. The objectives are: to develop educational delivery systems for the home and the community; to provide new career education programs for adults; to establish a guidance and career placement system to assist individuals in occupational and related life-roles; and to develop more competent workers. A Career Education Extension Service will be established to coordinate the use of mass media and career education resources. Development sites include Newton, Massachusetts; Providence, Rhode Island; and Albuquerque, New Mexico.
3. *The Rural/Residential-Based Model* is a research and demonstration project which will test the hypothesis that *entire disadvantaged rural families* can experience lasting improvement in their economic and social conditions through an intensive program at a residential center. Families are drawn from a six-state area to the project site in Glasgow, Montana. Programs will provide services to the entire family, including day care, health care, educational programs from kindergarten through adult, welfare, counseling, cultural and recreational opportunities. The objective is to provide rural families with employment capabilities suitable to the area, so that students will be able and ready to find employment in the area after completing the program.
4. *The School-Based Model* is, by far, the most common of the four models, and is the one of greatest interest to us. USOE sponsored the development of six demonstration projects through The Center for Vocational and Technical Education of the Ohio State University. The elements and outcomes presented earlier in this section are a result of this work. The development and validation effort which was undertaken is quite extensive, and includes the school districts of Pontiac, Michigan; Hackensack, New Jersey; and Mesa, Arizona; and attendance areas within Atlanta, Georgia; Los Angeles, California; and Jefferson County, Colorado. In all, about 115 schools, 4,200 teachers and administrators, and 85,000 students are involved. A *single* model is being developed for *all* the sites, so that the result will be a model that has been tested for applicability in a variety of settings. Local educational agencies are cooperating in the development of curricular and instructional materials to achieve specific objectives. These "treatments," along with materials located in an on-going national search, will be classified and catalogued for dissemination to other educational agencies. Extensive in-service teacher education is part of the development program. Project plans include an operational prototype by the end of 1973 and a completely validated system for installation by the end of 1979.

A.J. Miller (1972) has described the basic tenets of the comprehensive career education school based model, which could very well serve as the basic tenets for any career education program:

1. Career education is a comprehensive educational program focused on careers. It begins with the entry of the child into a formal school program and continues into the adult years.
2. Career education involves all students, regardless of their post-secondary plans.
3. Career education involves the entire school program and the resources of the community.
4. Career education infuses the total school curriculum, rather than providing discrete, high-profile "career education" blocks forced into the curriculum.
5. Career education unites the student, his parents, the schools, the community, and employers in a cooperative education venture.
6. Career education provides the student with information and experiences representing the entire world of work.
7. Career education supports the student from initial career awareness, through career exploration, careers direction-setting, career preparation and career placement, and provides for follow-through and reeducation if desired.
8. Career education is not a synonym for vocational education; but vocational preparation is an integral and important part of a total career education system.

Curriculum phases and critical counseling points

Curriculum Phases and Critical Counseling Points

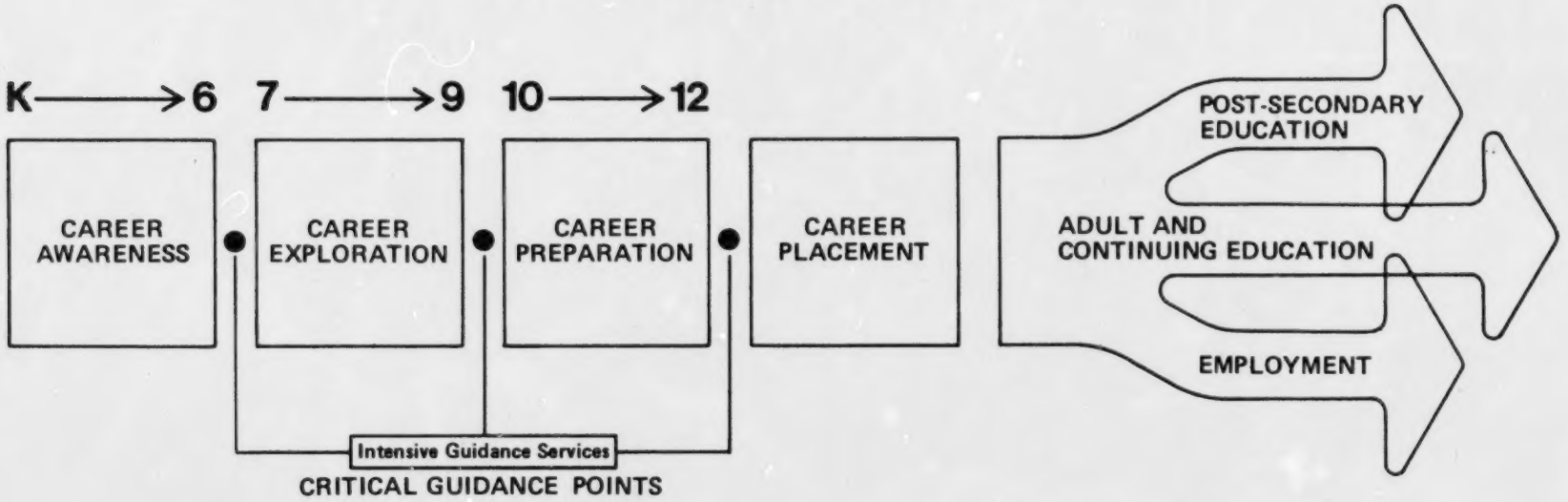
You will recall that the continuum, or continuous development concept, was stressed in the section covering the elements and outcomes. This does not mean, however, that there is *equal* emphasis on each of the elements/outcomes in all grades and for all age groups. Some career education goals and activities are more appropriate for emphasis during certain school years.

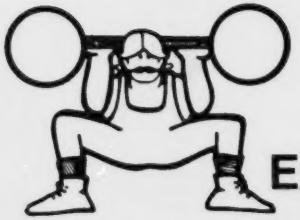
Most career education models have successive periods of emphasis on *awareness, exploration, preparation,* and *placement.* Although these curriculum phases may have different names, their order in the development continuum never varies. Awareness is, in most models, primarily associated with the elementary school years, exploration with middle/junior high school years, and preparation and placement with senior high. There are no strict boundaries for these periods of emphasis, and educators may wish to modify these curriculum phases to fit the needs of the individual learners.

The guidance/counseling function is of great importance throughout a learner's career development, but it becomes critically important during the transitions between these phases. Again, the exact time of these critical counseling points will vary.

Take a look at the diagram on page 65 and note how the curriculum phases and critical guidance points blend into a total comprehensive career education system. Give some thought to how this arrangement might influence your educational activities, then continue the program on page 66.

A COMPREHENSIVE CAREER EDUCATION SYSTEM





Exercises

The following three exercises will help you review the central concepts which you have just covered in the program. If you want more review on any of the questions, the relevant pages are listed in parentheses for your easy reference.

1. Match the career development elements on the left with the correct definitions on the right, and place the appropriate letter in the space provided. (Pages 44-59)

Elements	Definitions
_____ SELF-AWARENESS	A. Awareness of the world of life careers, including occupational careers
_____ EDUCATIONAL AWARENESS	B. Feelings for role relationships of self and others in a societal and occupational context
_____ CAREER AWARENESS	C. Awareness of the functions of production, distribution, and consumption in relation to the individual and society
_____ ECONOMIC AWARENESS	D. Awareness of the components that make up self
_____ DECISION MAKING	E. Development of cognitive and psychomotor skills needed for job performance
_____ BEGINNING COMPETENCY/ SKILL AWARENESS	F. Awareness of the connection between education (in and out of school) and life roles and goals
_____ EMPLOYABILITY SKILLS	G. Applying information and values to the process of making rational decisions
_____ ATTITUDES AND APPRECIATIONS	H. Social skills and communication skills appropriate to occupational career placement

2. Match the career development *elements* with the *outcomes* in the right hand column. (page 61)

Elements	Outcomes
_____ SELF-AWARENESS	A. Career Decisions
_____ EDUCATIONAL AWARENESS	B. Educational Identity
_____ CAREER AWARENESS	C. Economic Understanding
_____ ECONOMIC AWARENESS	D. Career Placement
_____ DECISION MAKING	E. Career Identity
_____ BEGINNING COMPETENCY/ SKILL AWARENESS	F. Self-Identity
_____ EMPLOYABILITY SKILLS	G. Self-Social Fulfillment
_____ ATTITUDES AND APPRECIATIONS	H. Employment Skills

3. Preparation, awareness, placement, and exploration are terms commonly used to describe phases or stages of the career education process. List them *in order* and indicate the broad school period (elementary, middle/junior high, or high school) during which each might be emphasized. (pages 64-65)

Phase	School Years
_____	_____
_____	_____
_____	_____
_____	_____

ANSWERS

1. *D, F, A, C, G, E, H, B*
2. *F, B, E, C, A, H, D, G*
3. *awareness — elementary*
   exploration — middle/junior high
   preparation — high school
   placement — high school

Occupational Clusters

In order to help learners approach the monumental task of exploring and experiencing the myriad of occupations which exist, many program planners, school districts, and career development counselors have turned to a "cluster concept" where occupations are grouped into convenient categories. There are considerable differences in the literature as to how many clusters there should be, when the learners should begin the exploration of the clusters, and how many clusters any individual can handle at any given point in his career development. There is agreement, however, on the necessity of having some system for taking the enormous number of possible occupations and putting them into a manageable and useable framework.

The best known and most widely used framework for grouping occupations is the set of fifteen occupational clusters identified by the USOE's Bureau of Adult, Vocational and Technical Education. The names of the clusters are presented on pages 70-71, as well as on the large poster. Take a look at the clusters, then return to this page.

The complete set of fifteen clusters provides an entry point for beginning development of *awareness* of a wide variety of occupations. It would be impossible to introduce students to all of the thousands of individual occupations in the world, but a set of fifteen clusters of occupations with related skills and knowledge requirements makes possible a more realistic approach. By the time the student moves into the *exploration* stage of career development, the field of fifteen clusters should have been narrowed down somewhat; perhaps only two or three clusters will stand out as being of particular interest to an individual student. Exploration in greater depth of these selected clusters enables the student to gradually focus on the one or two clusters of occupations for which he will seek *preparation* and training. The cluster system therefore fits in with the successive phases of career development to provide an initial broad view of the whole world of work, with the capability for gradually narrowing down the field in such a way that the student emerges prepared to enter a satisfying career.

Now go to page 72.

Reading

USOE occupational clusters

Reference: Vocational Education and Occupations. U. S. Department of Health, Education, and Welfare, Washington: U. S. Government Printing Office, 1969.

1. Agri-business and natural resources occupations
   Examples: Forestry, land and water management, fisheries and wildlife, mining and quarrying, petroleum and related products.

2. Business and office occupations
   Examples: Secretary, stenographer, general office clerk, office machine operator, office manager, and office supervisor.

3. Communications and media occupations
   Examples: Publishing, photographic reproduction, broadcasting, telephone and telegraph.

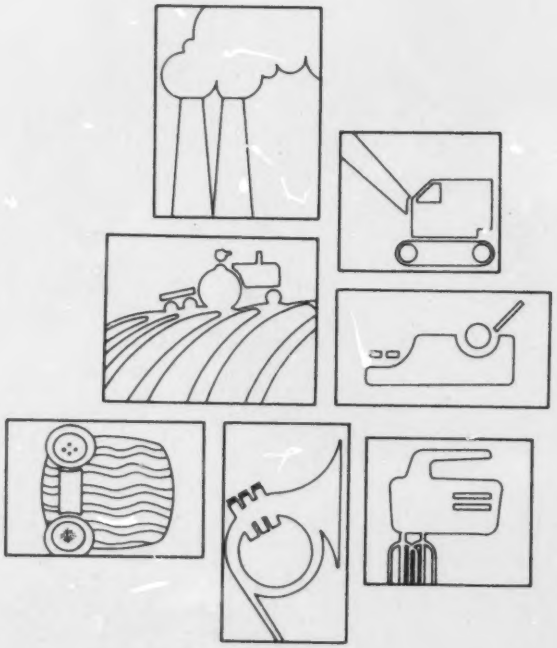
4. Consumer and homemaking and related occupations
   Examples: Food service industry, clothing, apparel and textile industry; child care, guidance and teaching; household maintenance services; family and community services and housing design.

5. Construction occupations
   Examples: Contracting, interior designing, grounds maintenance, fabrication, and installation.

6. Environment occupations
   Examples: Soil and mineral conservation and control; space and atmospheric monitoring and control; air pollution abatement and control; environmental health services, ornamental horti culture; noise abatement and control;and forest range , and wildlife conservation and control.

7. Fine arts and humanities occupations
   Examples: Performing arts and design, performing arts production, and creative writing.

Match the symbols with the occupational clusters and their examples.



70

8. Health occupations
   Examples: Medical library, science, health maintenance, pediatric care and services, mental health maintenance, and medical care.

9. Hospitality and recreation occupations
   Examples: Recreation planning, tourism and recreation promotion, group travel services, and leisure consumerism programs.

10. Manufacturing occupations
    Examples: Model development, foundry operations, machine operations, material handling, and recycling operations.

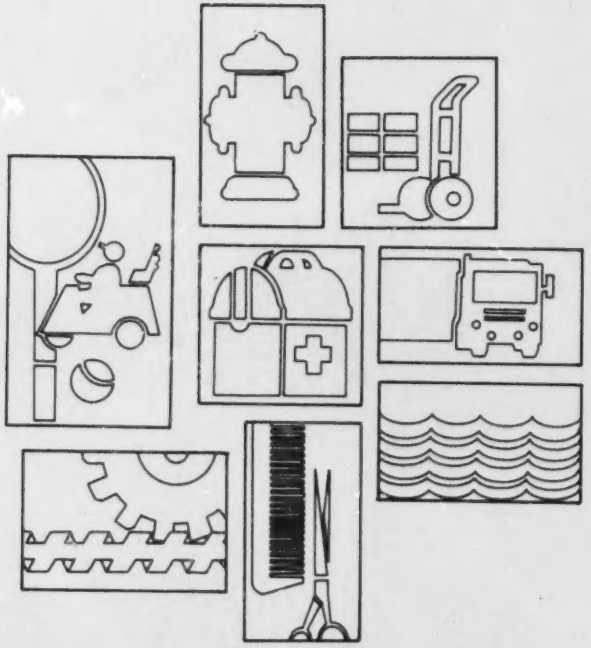
11. Marine science occupations
    Examples: Marine animal (zoological) research, boat and vessel operation, and shipboard product sorting.

12. Marketing and distribution occupations
    Examples: Wholesale trade, direct selling, exporting, retail trade, purchasing, and shipping and delivery.

13. Personal service occupations
    Examples: Massage and related services, analyzing and counseling on weight problems, hair styling, and mortuary services.

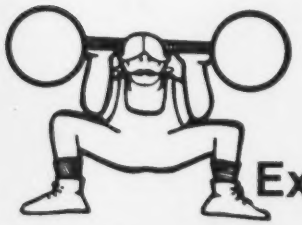
14. Public service occupations
    Examples: Coordinating public housing; handling birth, marriage and death records; customs inspection, and law enforcement.

15. Transportation occupations
    Examples: Vehicle operation, freight service, commercial aviator, and marine piloting.



After reading this section, return to page 68 in the program.

71



Exercises

Teachers have often heard the complaint from students that they don't understand why they have to learn a particular bit of information or skill, when they already know what they want to "be," i.e., what kind of a job they want to get after they leave school. "Why do I need fractions, or American Literature, or U.S. History?"

Career education is an attempt to show learners the relevance of what they are learning. As an educator, you will have to answer questions like those above, and to do this, you will have to put in some time and thought as to the *usefulness* of what is being taught. The utility of the knowledge, skills, or attitudes which you hope to transmit will not always be obvious, either in the occupational sense, or, perhaps, in the life careers context.

The following exercises will give you an idea of how you may be involved in showing learners the relevancy of your area of expertise to their career aspirations.

In the spaces provided, write one occupation which fits into each of the USOE Occupational Clusters. (see pp. 70-71) for examples)

Occupational Cluster	Sample Occupation
1. Agri-Business and Natural Resources	
2. Business and Office	
3. Communications and Media	
4. Consumer and Homemaking	
5. Construction	
6. Environment	
7. Fine Arts and Humanities	
8. Health	
9. Hospitality and Recreation	
10. Manufacturing	
11. Marine Science	
12. Marketing and Distribution	
13. Personal Service	
14. Public Service	
15. Transportation	

Look at the occupational clusters on your large poster, then ask yourself these questions: (Written response not required.)

Think it over

1. HOW COULD WHAT I TEACH/DO IN THE SCHOOLS HELP A LEARNER ACQUIRE THE KNOWLEDGE, SKILLS, AND/OR ATTITUDES FOR ENTRY INTO A PARTICULAR OCCUPATIONAL CLUSTER?

2. HOW IS MY AREA RELEVANT TO A PERSON'S NON-OCCUPATIONAL ROLES, SUCH AS CITIZEN, PARENT, AND CONSUMER?

3. WHAT KINDS OF EXPERIENCES COULD I PROVIDE TO DEMONSTRATE THIS RELEVANCY (EITHER OCCUPATIONAL OR NON-OCCUPATIONAL) TO LEARNERS?

Concepts of Career Education

Certain ideas recur throughout the literature on career education which, taken as a whole, make up the core concepts of career education. These are the principles which most commonly characterize career education programs, and will be the concepts you will be dealing with most often. For this reason, the concepts have also been reproduced on the small poster for your convenience.

1. *The Total School Concept* indicates that career education is a comprehensive program which:
   - involves all of a school's personnel and depends on total cooperation and coordination between them.
   - involves all curriculum areas.
   - is for all students, regardless of their achievement, interests, or career plans.
   - is compatible with all present educational goals and activities.
   - is fused into the total educational program
   - maximizes the career focus whenever possible.

   CAREER EDUCATION IS A TOTAL SCHOOL CONCEPT.

2. *The Total Environment Concept* visualizes the use of all of the environment as a learning laboratory, including:
   - the home and family
   - the school
   - employers
   - the community, at large.

   CAREER EDUCATION IS A TOTAL ENVIRONMENT CONCEPT.

3. *The Awareness of Self and the Environment Concept* states that a person must be aware of those things which make up the self, as well as the significant aspects of the environment which affect his or her development. This includes:
   - knowledge about one's own personal characteristics
   - knowledge about interpersonal relationships
   - knowledge about the effects of our economic system on careers
   - knowledge about the world of paid occupations
   - knowledge about our changing environment, and adaptive techniques

   CAREER EDUCATION IS EDUCATION FOR AWARENESS OF SELF AND THE ENVIRONMENT.

4. *The Expanded Time Frame Concept* says that career education programs must be available for people of all ages, including:
   - the very young, including kindergarten-age children
   - the pre-teen and adolescent youth
   - both young and mature adults

   CAREER EDUCATION IS AN EDUCATIONAL SYSTEM WHICH CAN ENCOMPASS THE LEARNER'S ENTIRE LIFE CYCLE, IF NEEDED.

5. *The Specific Skill Concept* declares that:
   - all learners should have an entry-level occupational skill when they leave the school system.
   - the entry level skill should be based on a person's abilities, interests, and the conditions of the work world.
   - the learner should possess this skill, whether or not he or she intends to use it immediately.

   CAREER EDUCATION IS EDUCATION FOR A SPECIFIC ENTRY LEVEL OCCUPATIONAL SKILL.

6. *The Hands-On Concept* stresses that:
   - first-hand experience should be used to show how learning is relevant to the learner's interests.
   - Hands-on experience can help motivate a learner to master both concrete and abstract subject matter.
   - Hands-on experience is important during the exploration phase of career development.

   CAREER EDUCATION IS HANDS-ON EDUCATION.

74

7. *The Competency-Based Concept* views evaluation as:

   - being based on objectives clearly stated in terms of learner performance.
   - focused on what a learner can do, rather than on some artificial measure, such as the time spent.
   - ultimately evaluating whether a learner can become established and progress in an appropriate career area.
   - a shared accountability process involving all members of the educational team.

   CAREER EDUCATION IS COMPETENCY-BASED EDUCATION.

8. *The Open Educational System Concept* implies an educational system which:

   - is open for people to drop out and drop in, as their needs require.
   - is open for anyone who needs to reenter the system during adulthood.
   - implies initial placement of individuals in their entry level careers and follow-up to see that the person is progressing and satisfied with the placement.

   CAREER EDUCATION IS AN OPEN EDUCATIONAL SYSTEM.

9. *The Valuing/Decision Making Concept* assumes that:

   - the process of career development is intimately bound up with the process of decision making.
   - decision making is based on the process of valuing.
   - career education should teach process skills, i.e., how to judge one's own values and how to make decisions, not what values to hold or which decisions are right.

   CAREER EDUCATION IS EDUCATION FOR VALUING AND DECISION MAKING.

Optional break

75

How is it done?

BEST COPY AVAILABLE

7

Regardless of the strength of the theoretical foundations upon which career education is built, the most important result of all this activity is the actual learning which takes place, both in and out of the classroom. The intent of this section is not to prescribe what that learning should be, nor dictate how it will be accomplished. That is the proper prerogative of the individual school districts, their personnel, the learners, their families, and the community at large. What you will find in this section is a description of how the various components and factors involved in implementing a careers curriculum are most commonly used.

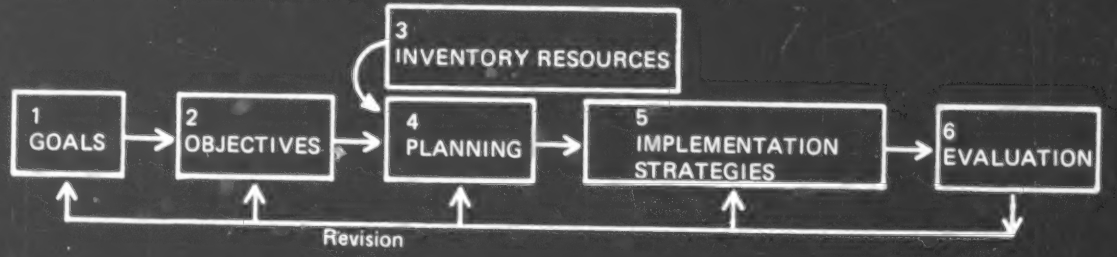
Goals come first

As in most undertakings, it is necessary to know where we want to go before starting a journey. Goals must first be established – broad statements reflecting an overall philosophy and direction. From these, more specific objectives can be derived; these can be more operationally stated, with specific criteria for achievement. Once objectives are known, planning can proceed, taking into account the resources that are available. The result of this planning should be a selected set of strategies for achieving objectives, as well as a system for evaluating whether the objectives are achieved or not. The system is then ready for operation. Evaluation, during and after implementation, is the basis for making any necessary or desirable changes in the system.

What, then, are the goals of career education? In the original national discussion on career education goals, the first decision that had to be made was whether the overall purpose was to meet the man power needs of society, or the employment and career needs of the individual.

Hoyt (1972) has illustrated the effect of goals on the selection of strategies. If manpower needs have priority, a program might emphasize short term placement of graduates by such policies as selecting students on the basis of their acceptability to labor organizations, shielding students from consideration of alternative occupations, and discouraging entry into higher education. But, he continues, such tactics would be abhorrent to educators, who would want to open up, not limit, the options available to the individual.

To establish a firm basis for projecting educational goals for Florida, the Department of Education in 1970 conducted a comprehensive, statewide Educational Needs Assessment Study to determine the needs of learners in the state. One result of this study was the identification of eight critical areas of learner needs, which are listed on page 78. You may wish to take a moment now to look over this *OPTIONAL READING*, and then continue the program on page 77.



Recognizing the necessity of stating goals for the state's public school system, Florida's State Board of Education in 1971 adopted seven "Goals for Student Development." These goals reflect the areas of critical need identified in the previous study, and are completely compatible with the philosophy of career education. While the goal entitled "Occupational Interests" is the most obviously related to occupations, an examination of the other goals illustrates that they, too, are important in the context of career education. You may wish to look now at the seven educational goals in the *OPTIONAL READING* on pages 79-80, relating them one by one in your mind to the elements and outcomes that we explored earlier in the "Why" and "What" sections of the book. If you read the selection, return to this point in the program.

The relationship between career education and Florida's educational goals was clearly expressed in the Department of Education's October, 1973, position paper entitled, "Career Education in Florida," which stated that:

> "The purposes of career education are not limited to any one subject of the state's adopted educational goals but encompass all of them. Strengthening career education requires the redesign of present educational programs and practices. To assure fusion of career education into the existing system, it is necessary to establish educational objectives which support career education."

The State Goal for Career Education is reproduced on page 81. As you read this selection, keep in mind the implications these goals will have for you as an educator. Then continue your program on page 82.

77

Critical Learner Needs.

from "An Assessment of Educational Needs for Learners in Florida," Department of Education, Tallahassee, 1970.

CRITICAL NEED AREA 1

Florida's learners need to acquire the basic language and quantitative skills and knowledge which will enable them to deal competently with the usual kinds of intellectual and learning tasks expected of them both in and out of school.

CRITICAL NEED AREA 2

Florida's learners need to realize the functional importance of the preparatory skills and knowledge which can be gained through the formal educational process and to develop the kinds of attitudes that will, in turn, lead to their continued participation in school at least through the twelfth grade or its equivalent.

CRITICAL NEED AREA 3

Florida's learners need to acquire, prior to entering the first grade, the experiential background which will enable them to participate successfully in the formal educational process.

CRITICAL NEED AREA 4

Florida's learners need to develop the appropriate attitudes and citizenship skills which will lead them to understand more fully and to assume actively the role of responsible members of a democratic society.

CRITICAL NEED AREA 5

Florida's learners need to develop the appropriate attitudes and requisite vocational skills which will enable them to successfully respond to current and anticipated demands of local, state and national job markets.

CRITICAL NEED AREA 6

Florida's learners need to acquire the attitudes and health habits essential to the maintenance of good mental and physical health.

CRITICAL NEED AREA 7

Florida's learners need to acquire the interpersonal and social skills and attitudes which are essential in establishing and maintaining stable, responsible family relationships.

CRITICAL NEED AREA 8

Florida's learners need to develop the kinds of social attitudes and values that will lead to the adoption of behaviors acceptable to the moral and legal codes of contemporary society.

After reading this selection return to page 77 in the program.

Goals for Education in Florida

excerpts, Department of Education, Tallahassee, 1971

PREAMBLE

The Constitution of Florida provides for a uniform system of free public schools and for the establishment, maintenance, and operation of institutions of higher learning and other education programs that the needs of the people may require. The Florida School Code provides for the establishment of such minimum standards and regulations as shall tend to assure efficient operation of all schools and adequate educational opportunities for all children. To these ends, the following statements are declared to be the goals for public school education in the State of Florida.

PART ONE
GOALS FOR STUDENT DEVELOPMENT

GOAL AREA I. Communication and Learning Skills. All students shall acquire, to the extent of their individual physical, mental, and emotional capacities, a mastery of the basic skills required in obtaining and expressing ideas through the effective use of words, numbers, and other symbols.

a. All students shall achieve a working knowledge of reading, writing, speaking and arithmetic during the elementary school years, accompanied by gradual progress into the broader fields of mathematics, natural science, language arts and the humanities.

b. All students shall develop and use skills in the logical processes of search, analysis, evaluation and problem-solving, in critical thinking, and in the use of symbolism.

c. All students shall develop competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

GOAL AREA II. Citizenship Education. All students shall acquire and continually improve the habits and attitudes necessary for responsible citizenship.

a. All students shall acquire knowledge of various political systems with emphasis on democratic institutions, the American heritage, the contributions of our foreign antecedents, and the responsibilities and privileges of citizenship.

b. All students shall develop the skills required for participation in the processes of public and private political organizations and for influencing decisions made by such organizations, including competence in judging the merits of competing political ideologies and of candidates for public office.

GOAL AREA III. Occupational Interests. All students shall acquire a knowledge and understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities–including a positive attitude toward work and respect for the dignity of all honorable occupations.

a. All students shall acquire knowledge of and develop an understanding of the fundamental economic structure and processes of the American system, together with an understanding of the opportunities and requirements for individual participation and success in the system.
b. All students shall develop those occupational competencies consistent with their interests, aptitudes, and ability which are prerequisite to entry and advance in the economic system, and/or academic preparation for acquisition of technical or professional skills through post-high school training.
c. All students shall develop competence in the application of economic knowledge to practical economic functions (such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment).

GOAL AREA IV. Mental and Physical Health. All students shall acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

a. All students shall develop an understanding of the requirements of personal hygiene, adequate nutrition, and physical exercise essential to the maintenance of physical health, and a knowledge of the dangers to mental and physical health from addiction and other aversive practices.
b. All students shall develop skills in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.
c. All students shall develop competence in recognizing and preventing environmental health problems.
d. All students shall acquire a knowledge of basic psychological and sociological factors affecting human behavior and mental health, and shall develop competence for adjusting to changes in personal status and social patterns.

GOAL AREA V. Home and Family Relationships. All students shall develop an appreciation of the family as a social institution.

a. All students shall develop an understanding of their roles and the roles of others as member of a family, together with a knowledge of the requirements for successful participation in family living.
b. All students shall understand the role of the family as a basic unit in the society.

GOAL AREA VI. Aesthetic and Cultural Appreciations. All students shall develop understanding and appreciation of human achievement in the natural sciences, the social sciences, the humanities and the arts.

a. All students shall acquire a knowledge of major arts, music, literary, and drama forms, and their place in the cultural heritage.
b. All students shall be active in one or more fields of creative endeavor, and develop skills in the creative use of leisure time.
c. All students shall acquire competence in the critical evaluation of cultural offerings and opportunities.

GOAL AREA VII. Human Relations. All students shall develop a concern for moral, ethical, and spiritual values and for the application of such values of life situations.

a. All students shall acquire the greatest possible understanding of and appreciation of themselves as well as of persons belonging to social, cultural, and ethnic groups different from their own, and of the worthiness of all persons as members of society.
b. All students shall develop skill in interpersonal and group relationships, and shall recognize the importance of and need for ethical and moral standards of behavior.

After reading this selection return to page 77 in the program.

Reading

Career Education in Florida

excerpts from an Official Position Paper of the
Department of Education, Tallahassee, October, 1973

STATE GOAL FOR CAREER EDUCATION

Career Education. Career education shall provide the experiences necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions. Such knowledge, skills, and attitudes shall be the maximum the learner's abilities and motivation allow. The career development decisions shall maximize the learner's self-realization, social effectiveness, economic productivity, and moral responsibility. As a result, each learner shall carry out social roles and achieve an active, productive, and satisfying life.

Career education experiences should result in knowledge of one's self and one's environment. They should prepare one to use knowledge and make wise career decisions. They should result in proven competence.

a. Knowledge of One's Self. Career education shall provide each learner with the experiences necessary to identify individual abilities, interests, and priorities in relation to career development.
b. Knowledge of One's Environment. Career education shall provide each learner with the experiences necessary to identify and cope with those aspects of the environment which play an important role in career development.
c. Using One's Knowledge. Career education shall provide each learner with the experiences necessary to identify the connection between formal education, other types of learning, and career development. Every learner should remain in the educational system until those attitudes, skills, and knowledge necessary for self-realization as a contributing member of society are gained. Each learner should view continuing education as a means of reviewing, advancing, or redirecting career development.
d. Wise Career Decisions. Career education shall provide each learner with the experiences necessary to make rational career decisions, either independently or with assistance of others who are competent to help. It provides the opportunity to exit and reenter the educational system or work as often as one chooses.
e. Proven Competence. Career education shall provide each learner with the experiences necessary to achieve the knowledge, skills, and attitudes necessary to pursue the career of one's choice.

From the state goal, appropriate persons in each classroom, educational program, school, institution, and community in the state should establish objectives to meet specific learner and community needs. These include instructional objectives, both process and product, and management support objectives.

After reading this selection go to the next page in the program.

81

Planning and implementation: An overview

How are important decisions to be made, and who will make them? Look at the diagram on page 83 which illustrates the generalized career education implementation format which has been the decision-making/planning apparatus in the past, and will probably continue to guide decisions in the future. Three types of agencies are shown as having taken part in this decision-making process. *Federal* agencies, such as the U.S. Office of Education, provided the initial guidelines and funds, and influenced the direction of the state's planning. The *State* Legislature, the State Board of Education, the Department of Education, and the Division of Vocational, Technical, and Adult Education, utilized the "national" models and concepts (such as the clusters and the elements/outcomes), prepared the state's career education guidelines for the school districts and provided the funds for planning/implementation. The *local school district* has the responsibility for proposing its district career education project. Working within the broad boundaries set by the state, the local district can thus tailor its career education plan to fit its particular problems and circumstances.

From this point onward, the curriculum planning procedures for each district will probably follow the usual pattern. After describing the district career education plan, or model, and detailing the *product objectives* for the project (which are learner performance objectives), the *process objectives* (which are objectives for the school system) and management support objectives (which keep everything running smoothly), the actual detailed planning and implementation at the school and lesson plan level would be the responsibility of the teacher, and other school personnel.

It is important to note two characteristics of this decision-making/planning process. First, local level detailed planning and implementation is placed in the hands of those people who know the situation best, the local school staff and their local contacts. Secondly, different projects are in different stages of development throughout the state, so some projects are involved exclusively in the planning stage, while some are planning and implementing their on-going career education projects.

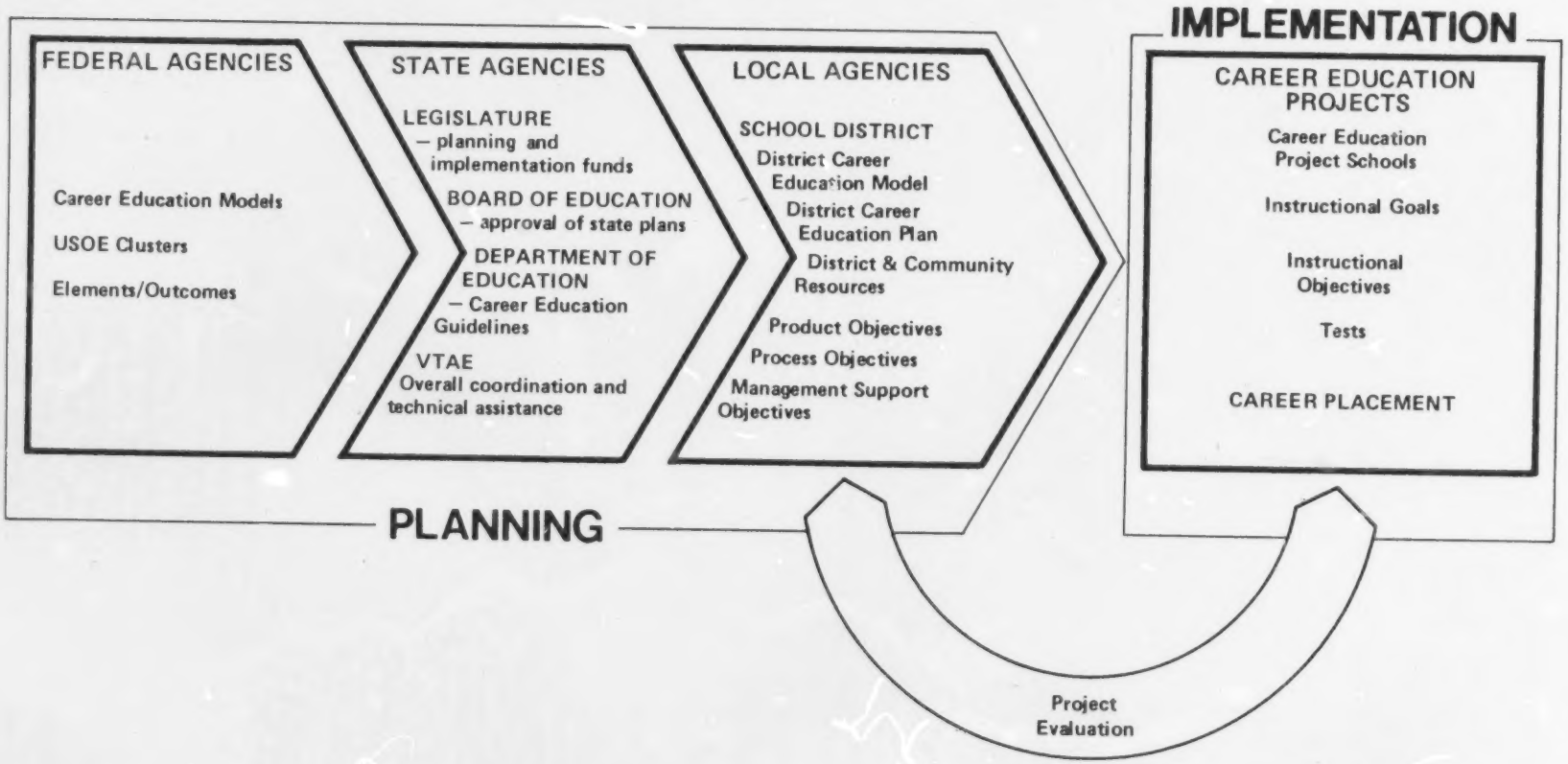
In the classroom, the teacher again emerges as the focal point of the instructional process, acting as curriculum designer, resource coordinator, and instructor. Teachers should be no *more,* nor *less,* autonomous in a career education curriculum than in other educational programs. A change of emphasis in the curriculum requires the use of both new and previously used resources, imaginatively applied, to achieve the instructional objectives. The answers to "Which resources?", "And when?" and "How?" must come from the teacher, school, project staff, and the community.

Educators can feel reassured that resources for accomplishing the careers curriculum are being developed on a wide scale. Both public and private organizations have stepped into what was once a gap, and are researching, developing, and documenting materials to be used. A very brief list of some of the more outstanding references which can be used as resources can be found in the BIBLIOGRAPHY at the end of this program. In addition, there are several projects funded by the Department of Education which are meant to support your work.

The first of these, Project LOOM (Learner-Oriented Occupational Materials), proposes to identify and develop the materials, methodology, teacher competencies, and implementation pattern for an activity-based career education program that can be woven into the existing elementary curriculum. Project LOOM, with the assistance of teachers from some 120 elementary schools, has developed 160 learning packages, or units, about specific occupations. An estimated 300 teachers and 15,000 elementary students have had LOOM experiences during the past three years.

FERIC, the Florida Educational Resources Information Center, is a research-oriented dissemination system, with the capability for search and retrieval of existing documents related to all

GENERALIZED CAREER EDUCATION IMPLEMENTATION FORMAT



83

aspects of education. FERIC's target audiences are Department of Education staff and administrative personnel, as well as classroom instructors in the school districts, community colleges, and state universities. FERIC has an impressive data bank which includes more than 60,000 ERIC documents reproduced on microfiche, over 6,000 books, several thousand current awareness articles, and many other resources to draw from.

Florida VIEW (Vital Information for Education and Work) is not a total system or package for career education. It is, however, a system that is basically low cost, and supplies good career information designed to be used with any and/or all career education materials whether commercially marketed or otherwise. Because it is designed to "work with" existing programs, VIEW, with its Career Card system, can help open new paths to career exploration both now and in the future.

Project BRIDGE (Building Realistic Individualized Developmental Guidance Experiences) was designed to reach the child who demonstrates negative attitudes toward school, has a low self-concept, and limited educational and vocational aspirations. It focuses on fourth, fifth, and sixth grade students. The program emphasizes activity-oriented guidance and counseling sessions within a career development framework.

A curriculum development research project, FAIS (The Fusion of Applied and Intellectual Skills) is values based. The project's aims are to teach the process of value clarification by developing the student's capacity to form his own set of values within an occupational-choice framework. It offers consultant services to schools interested in developing a supplementary career education program based upon the process orientation of value clarification. FAIS is now commercially available to all schools in the United States and has been published as "The Valuing Approach to Career Education."

In addition to these projects, the state's universities are turning their considerable resources to bear on some of the problem areas connected with the implementation of career education. One of these, Florida State University, has established a Career Education Center which is meant to stimulate and coordinate career education projects within the university. One such project is the Career Education Curriculum Laboratory (CECL), which is involved in supporting and facilitating resource development. Besides providing technical assistance to other educational agencies, CECL is searching the field for career education materials in order to make available to Florida's schools those resources needed by teachers to deliver an effective career program. A second project at Florida State University, Project Pro-CESS, was created to design, develop, disseminate, and evaluate the self-instructional materials which you are now using. A third project at F.S.U., the Elementary Guidance and Career Education Project, was designed to develop the guidance component of an elementary school career education program, and to define the role of elementary counselors in implementing such a program. The following project outputs have been developed: (1) a theoretical rationale describing a sequential model of career development learnings for children, grades K-6, in which developmental objectives, learning activities, and outcomes have been specified, (2) a functional description of the elementary counselors' role in implementing such a model, and (3) a program guide (entitled *Career Development in the Elementary School: A Program Guide for Elementary Counselors and Teachers)* suggesting a variety of classroom learning activities which can be performed with elementary age children.

Additional information concerning any of these projects may be obtained through the Career Education Project Director in your school district.

84

Career Guidance: The new perspective

The emphasis on structuring educational experiences around a career theme transforms the guidance/counseling function to a central and wholly integrated portion of the overall curriculum. At first glance, this might suggest simply an increase in the number of counselors (or aides), and their duties. In fact, career education implies major new directions for the entire guidance/ counseling activity in the educational process. Specifically, the guidance/counseling function must become more career oriented than in the past and must serve the needs of learners throughout the school years and beyond.

It is of some interest here to note that a 1973 career development survey that involved a nationally representative sample of over 33,000 eighth, ninth, and eleventh graders was conducted by the American College Testing Program (ACT). Among the many findings of the study was that more than 75% of the high school juniors and nearly as many eighth and ninth graders would like help with career planning, while only about 30% of the eleventh graders indicated that they would like personal counseling. This brings up the need for more career counseling vs. personal counseling as felt by the students.

The broadened counseling role requires an expanded group to handle the various functions. A "multi-contact" approach to the guidance program involves all the school's personnel in the counseling function. The multi-contact approach spreads across all disciplines, leading to the concept of a career development team, and each member of the team sharing some responsibility for the guidance function, according to his own preparation and area of specialization.

This does not imply that all teachers will become professional counselors. Rather, the guidance and counseling function that has always been an implicit function of the classroom teacher now becomes an explicit, coordinated function among the career development team. The new perspectives for career guidance do not imply that the more traditional specialized functions in guidance/counseling will be handled by anyone other than a professional, and certainly do not mean that these functions will be eliminated or reduced. On the contrary, the careers curriculum will require an expanded and strengthened guidance/ counseling component in all areas of the educational program.

The career development team

Numerous career education projects around the country, as well as in Florida school districts, are relying on the career development team approach as a primary planning and implementation tool. Although the make-up of the career development team differs from district to district, the illustration on your large poster shows that the most common members of the team are a classroom teacher, a guidance counselor, an occupationally oriented counselor/specialist, and of course, the learner.

These team members have differing roles, at different grade levels. The two constant members of the team, the teacher and the learner, will interact throughout the span of the educational program, while it may be expected that the guidance counselor and occupationally oriented counselor/specialist will have uneven periods of participation in the planning and execution of the educational program of each individual.

The role of the learner, and the relationship of the learner to the other team members will vary. The student's *involvement* in determining the direction of his own career development program should be constant, from the first educational experiences through the last. The nature of this involvement will naturally depend on the individual's abilities and interests. The key here is to prepare the learner for future participation in the career development team's functions by making participation a constant and expanding learner activity which culminates in career decision making.

The teacher's role, as in the past, is crucial. Working with the

85

career education team, other staff members, school personnel in the district, as well as with members of the larger community, the teacher's primary role will be to implement instructional objectives.

Counselors will work with other team members in the design of individualized career programs, contributing the type of data and perspectives which can help to join the instructional program to the learner's overall developmental needs.

More specialized occupational information and functions may be the responsibility of an occupationally oriented counselor/specialist.

Evaluation

The goals and objectives which a teacher implements in the classroom should reflect and support the broader goals and objectives set at the district career education project level.

To be evaluated, objectives at both the district and classroom levels must be stated in terms of the actual performance of *what the learners can do.*

This evaluation can be broken down into:

1. the overall evaluation of the career education program itself, and,
2. the evaluation of the individual students emerging from the program.

Program evaluation depends heavily on the feedback from the placement and follow-up components. Successful placement of both dropouts and graduates is of significance, and are valid measures of the educational program's effectiveness. The activities involved in a placement program are varied and indicate a special responsibility for school personnel. Sample activities might include: (1) developing contact with employers, post secondary and higher education institutions, private employment agencies, the Bureau of Employment Security, etc., (2) establishing a clearinghouse for job openings, (3) coordinating with work experience programs, (4) soliciting full-time and part-time jobs, (5) developing student resumes, (6) coordinating job interviews, or (7) providing legal information.

The measurement of learner performance against well defined objectives which state what the learner must be able to do is central and basic in directing the team's efforts in devising an individualized career development program. Criteria such as the amount of time spent in an activity, the age of the student, or other artificial measures of "achievement" must be replaced by an evaluation system which truly reflects the learner's proven capabilities. The final performance criteria for evaluating the progress of each learner is whether or not the individual can achieve placement in, progress, and find satisfaction in appropriate careers.

In practice, what would career education performance objectives look like? On pages 87-88 you will find a chart of *Sample Career Education Objectives* arranged by elements/outcomes, and by grade level groupings. The *sample* objectives were arranged in this fashion to show how objectives can be articulated in a continuous developmental stream, from kindergarten through post secondary and adult education.

This chart is *not* meant to portray the objectives which you, or your school district, should use in the implementation of a career education program. It is only meant as a frame of reference, to give you some idea of the *kinds* of objectives which *could* appear in a careers curriculum. Because the chart was prepared for this limited purpose, you may note that there are several limitations on its use:

1. These are *sample* objectives only, and not a complete set. To develop a complete set of objectives, you would write objectives for *each* of the *sub-components* of the eight elements as presented on pages 45-59.
2. The objectives which are represented are occupationally oriented and do not represent the full range of career education objectives.
3. The grade levels are, in some cases rather broad, and the objectives depicted are necessarily more relevant to some learners within that range than others.

86

Sample Objectives

ELEMENTS		K-1	2-3	4-6
SELF-AWARENESS Awareness of the components that make up Self.	●	After looking in a full-length mirror, the learner will orally describe his physical characteristics, such as height, eye color, hair color, approximate body weight, etc.	The learner will verbally list three tasks which he likes to do in school.	The learner will describe, in writing, how a change in his social group, community, or family has affected his life (in terms of feelings about himself and other people and things).
EDUCATIONAL AWARENESS Awareness of the connection between education (in and out of school) and life roles and goals.	●	During a teacher led discussion, the learner will orally describe two things which he had learned in school and used outside of school.	The learner will orally relate two things which he has learned outside of school which he would like to learn more about in school.	After going on a school field trip, the learner will orally describe how such a school-sponsored trip would help someone get a better idea of his true career interests.
CAREER AWARENESS Awareness of the world of life careers, including occupational careers.	●	During a teacher led discussion, the learner will orally describe (in superficial terms) the occupations of a parent(s) and/or of two neighbors.	After a brief discussion of the 15 USOE occupational clusters, the learner will choose a cluster (using pictures) and give one occupation which fits in that category.	After orally listing three occupations, the learner will list the *general* skills required for one of those occupations (such as education, physical skills, etc.)
ECONOMIC AWARENESS Awareness of the functions of production, distribution, and consumption in relation to the individual and society.	●	Given a picture of several common objects, the learner will circle the two articles which cost the most.	In a group discussion setting, the learner will describe how he saves money or other things, and state one reason why.	Given a list of five common occupations, the learner will verbally describe the economic rewards related to each and state possible reasons why there is a difference.
DECISION MAKING Applying information and values to the process of making rational decisions.	●	The learner will observe the work of two people in the neighborhood and relate his impressions to the others in the class.	The learner will relate a decision-making situation in which he had to decide something, and explain why the choice was made that way.	After taking part in a group project which requires division of labor, each learner will explain how his task suited his abilities and interests, and how the decision to do the task was arrived at.
BEGINNING COMPETENCY Development of cognitive and psychomotor skills needed for job performance.	●	Given six tin cans of different diameters, the learner will arrange the cans in some order and orally explain the order involved.	Given common carpentry tools appropriate to the learner's size and age, he will demonstrate the proper safety procedures for using two of the tools.	Given the task of organizing a simple group activity, the learner will list the major steps which must be taken to achieve the task.
EMPLOYABILITY SKILLS Social skills and communication skills appropriate to occupational career placement.	●	Given a teacher-directed group activity, the learner will participate and later relate how he participated.	Given a list (verbally) of the tasks which must be performed around the classroom, the learner will choose a task and state why he wishes to do the task.	Given 20 tasks which are examples of data oriented tasks, people oriented tasks, and thing oriented tasks, the learner will, in writing, properly categorize the tasks.
ATTITUDES AND APPRECIATIONS Feelings for role relationships of self and others in a societal and occupational context.	●	Given a graphic representation of people involved with several different types of common occupations found in the community, the learner will explain orally how one person helps the community.	Given a verbal list of various common occupations, the student will list why he believes one of the occupations "is the most important".	After taking a bus tour through the community, the learner will point out three service occupations and verbally describe why/how these occupations are valued by society.

Sample Objectives

7-9	10-12	POST-SECONDARY AND ADULT EDUCATION		OUTCOMES
The learner will verbally describe three occupations which he finds interesting and relate these to his personal characteristics.	Given a list of 10 work environments, the learner will list the three environments, in order of priority, in which he would feel most comfortable working, as indicated by his personal characteristics.	Given a list of life roles (such as parent, neighbor, group member) the learner will orally describe how he will choose an occupation which will be supportive of goals in the other career areas.	●	SELF-IDENTITY Being aware of own individual characteristics which make up his self, including a consistent value system.
The student will describe, in writing, three things learned in school which have helped him in accomplishing some project or undertaking outside of school.	After having interviewed representatives of three community organizations, the learner will describe, in writing. how the school could advance career perceptions of other students by working with those community organizations.	After visiting a site of an occupation which interests him, the learner will make three suggestions how the educational institution could improve its career planning activities for that occupation	●	EDUCATIONAL IDENTITY Ability to make educational plans for advancing career goals.
In a role playing situation simulating a meeting with a company personnel manager, the learner will describe the entry level skills which are required for two occupations in which he is interested.	Given a list of occupations, the learner will choose two occupations which are of interest to him, and will describe the entry requirements and plans he has for accomplishing those plans.	Given a verbal description of hypothetical life careers and occupational careers of an individual, the learner will describe how this coincides or differs from his ideas on life and occupational careers.	●	CAREER IDENTITY Establishment of priorities and roles for life careers and occupational careers.
After a discussion and visit to different neighborhoods in a city or town, the learner will orally describe three effects which increased income would have on the people of any one neighborhood.	After listening to a panel discussion concerning consumer protection services offered by governmental agencies, the learner will debate the ability of such agencies in practical terms to the consumer.	After analyzing a hypothetical individual's economic situation, the learner will orally describe how the individual might improve upon the situation, and a plan of action for accomplishing the suggestions.	●	ECONOMIC UNDERSTANDINGS Analyzing and resolving problems concerning the economic environment in which he lives.
Given a problem to solve and a hypothetically "correct" solution, the learner will evaluate his performance in making the decisions involved in arriving at the solution to the hypothetical problem.	After engaging in on-the-job experiences in an occupation which interests him, the learner will list, in writing, three reasons for deciding to continue in that occupational area of change.	The learner will, orally or in writing, describe the process (information and values) which led to deciding on a particular occupation.	●	CAREER DECISIONS Setting a career direction with plans for accomplishing career goals.
After viewing a task during a field visit to an occupational area of his interest, the learner will list the materials, tools, and personnel needed to accomplish the task.	Given a list of materials and/or personnel, the learner will choose those which are necessary for completing a specific task in his area of occupational interest.	After observing another learner who is engaged in the same occupational area, the student will, orally or in writing, prepare a critique on the performance of the first learner and list suggestions on how the performance could be improved.	●	EMPLOYMENT SKILLS Competence in the performance of career-related skills.
Given a list of 3 occupations per USOE job cluster, the learner will indicate two clusters and three occupations which agree with his interests and abilities.	Given a previously stated learner career goal the learner, in writing, will describe his plans for adjusting to future career plans.	After seeing a worker-employee role-playing situation depicting a developing point of friction, the learner will orally explain how the friction might be avoided by action by the worker and employer.	●	CAREER PLACEMENT Ability to use skills in a career situation.
After having taken a field trip to visit installations of the municipal government, the student, in writing, will describe two occupations which are little known but valuable to the efficient functioning of the community.	After working on-the-job for one week in an occupation which interests him, the learner will orally describe the interpersonnel relationships which were observed and possible ways of improving interpersonal interaction.	After relating a situation from personal experience which involved role confusion, overload, and/or conflict, the learner will analyze how the situation could have been handled to eliminate the particular problem area.	●	SELF-SOCIAL FULFILLMENT Active and satisfying role in occupational society.

Optional break

89

A creative activity

BEST COPY AVAILABLE

8

In this section you will have an opportunity to synthesize your professional experience with the career education approach to education which you have reviewed in this program. A good way to begin would be to start with an educational activity which you have conducted in the past, or with which you are familiar. Many of your past activities are, in some ways, compatible with career education. However, to be more consistent with a careers curriculum you would probably have to modify or adapt these activities.

To give you an idea of how you might go about doing this, we suggest that you follow this outline to first describe your past activity, and then modify it.

1. Name the activity (from your past experience).
2. State the grade level of the learners involved in the activity.
3. State the learner objective for the activity (include what the learner should do, given what resources, and how well he/she should do it).
4. Describe the activity (give the necessary details, but keep it brief).
5. Describe how you would modify this past activity to be consistent with career education. To do this, state how many of the career education concepts (covered on pages 74-75 in the program, and on your small poster) you could build into the activity, and how this would be done. Also, state how your modified activity might cover any of the eight elements/outcomes (covered on pages 44-61 in the program, and on your large poster). Your modified activity should state how it is relevant to at least *three of the concepts, and three of the elements/outcomes.*

Before you start to fill in the outline for modifying an activity of your own, it may be helpful for you to see a sample of a completed outline. Remember, the sample is only one example of what a modified activity might look like. Your activity should *not* necessarily look like the sample. Rather, your completed activity should reflect *your* interests and experience.

After looking at the sample completed activity on pages 91-92, turn to page 93.

Creative activity sample

1. *Name of Activity*
   Field trip to polluted lakes
2. *Grade Level of Learners*
   Seventh grade or middle school
3. *Learner Objective*
   After class discussions concerning environmental problems and after a visit to two lakes, one which is polluted and one which is not, the learner will orally describe two differences between a polluted lake and a non-polluted lake, cite one control method for reducing pollution, and name one local governmental agency which is responsible for enforcing environmental standards.
4. *Description of Your Past Activity*
   Before going on the field trip, the students were shown films and given readings on environmental problems. The students were then taken in school buses to two lakes in the immediate area, one which was becoming polluted and one which was not. They took pictures of both the lakes with school supplied cameras, and collected water samples and samples of lakeside flora and fauna to bring back to class. This trip was followed by a discussion of anti-pollution devices and the local governmental structure for dealing with pollution. The materials collected by the students were later used in their science classes.
5. *Modifications*
   The objective could be modified so that the learner will focus on careers related to pollution control. Also, certain basic education functions, such as learning how to write a paragraph correctly, and how to use fractions, decimals, etc., could be worked into the post-field trip work.

The following *career education concepts* could be included in the educational experience:

The total school concept could be involved in this activity by involving teachers, counselors, and other personnel from the school in the planning of the activity, and in seeing that the activity is reinforced in as many other areas of the school as possible.

The total environment concept is already involved, but could be strengthened by having members of the governmental agencies which deal with pollution, local environmental groups and opposition groups either visit the class and explain their work, or have members of the class visit them and then report to the class.

The hands-on concept could be included by letting the learners visit the places and talk with the people who are involved with environmental control.

91

Sample continued

Education for a specific entry level skill could begin with this type of experience by helping interested students further investigate the actual skills needed in being a biologist, engineer, inspector, public administrator, lawyer, or any of the related occupations which the student might be exposed to during this experience (such as clerical occupations). The learners would also have a chance to see non paid careers, such as volunteer workers.

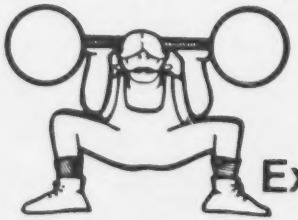
The competency-based concept is implemented by stating the objective in terms of learner performance.

The valuing/decision making concept would be included by having the learners consider their own values in relation to the issues involved in environmental control, as well as their attitudes towards the various types of occupations that are demonstrated.

The *elements/outcomes* could be included by:

1. having each of the learners consider their own personal characteristics in relation to the experience and in relation to occupations. (Self-Awareness, Career Awareness)
2. explaining how the education they are receiving could help them prepare for any of the careers which they saw illustrated in the experience. (Educational Awareness)
3. the economics of environmental control, and the relationship of the environment to personal economics could be brought out. (Economic Awareness)
4. each student could be encouraged to make decisions about how the trip is to be organized, and help in carrying out those decisions. (Decision Making)
5. the attitudes and appreciations involved with the various occupational areas could be illustrated by having the students use a questionnaire on speakers.

92



Exercises

As you can see, pages 95-96 are made of special self-copying paper, so that you may automatically make an extra copy of your modified career education activity for yourself to be used as needed.

Now, turn to page 95.

93

Creative activity

self-copying form

Fill in the following spaces with your own educational activity and describe how you would modify it to fit into a careers curriculum. Try to show how your modified activity is relevant to at least three of the career education concepts, and three of the elements/outcomes.

1. *Name of Activity*

2. *Grade Level of Learners*

3. *Learner Objective*

4. *Description of Past Activity*

5. *Modified Activity*

Posttest

9

Here is a posttest which will indicate to you how much you have learned from the program. Read each question *carefully*, and then:

- Select your answer from among the given choices.
- Record your answer on the Posttest itself (in the book) by encircling the number corresponding to your choice.

31 "Career" primarily refers to a paid profession or an occupation, or series of paid professions or occupatinns, which a person may hold for a long period of time. The foregoing statement is:

1. True
2. False
3. Don't Know

32 Career Development is a process which can cover the entire life span of an individual. The foregoing statement is:

1. True
2. False
3. Don't Know

33 Career Education is another name for Vocational Education. The foregoing statement is:

1. True
2. False
3. Don't Know

34 The Florida Legislature has appropriated several million dollars for career education programs in the school districts. This statement is:

1. True
2. False
3. Don't Know

35 The responsibility for planning career education programs in the local districts has been assumed by the Florida Department of Education. The foregoing statement is:

1. True
2. False
3. Don't Know

36 Former USOE Commissioner Marland supported vocational research and development projects focused on comprehensive career education models with a commitment of $9 million in September, 1971. The foregoing statement is:

1. True
2. False
3. Don't Know

37 By 1980, the requirements of our technological/industrial society are anticipated to raise the number of jobs requiring college degrees to over 40%. The foregoing statement is:

1. True
2. False
3. Don't Know

38 It is anticipated that a typical labor force member in the next decade will hold 8-12 different jobs in his/her lifetime. The foregoing statement is:

1. True
2. False
3. Don't Know

39 Although significant, the resources lost because of dropouts on the high school and college level amount to less than 4% of total educational expenditures. The foregoing statement is:

1. True
2. False
3. Don't Know

40 Which of the following represents the correct rank ordering of the nation's enterprises in terms of total dollars spent?

1. Education, Defense, others
2. Defense, Education, others
3. Don't Know

41 The five operational principles calling for a unified system of vocational education as recommended by the Advisory Council for Vocational Education in 1967 led to the present career education concept. The foregoing statement is:

1. True
2. False
3. Don't Know

42 A major distinguishing characteristic between career education precursor programs and career education is that the latter is more comprehensive. The foregoing statement is:

1. True
2. False
3. Don't Know

43 Much grass-roots support has grown up around the country to support career education. The foregoing statement is:

1. True
2. False
3. Don't Know

44 Career Education is non academic in perspective, and focuses primarily on practical subject matter. The foregoing statement is:

1. True
2. False
3. Don't Know

45 Career Education is intended for both college bound and non-college bound students. This statement is:

1. True
2. False
3. Don't Know

46 The emphasis in career education is on the development of individual student potential, rather than on manpower needs. The foregoing statement is:

1. True
2. False
3. Don't Know

47 Career Education is best taught during certain periods during the school day, so as not to disrupt on-going activities. The foregoing statement is:

1. True
2. False
3. Don't Know

48 Which of the following student abilities most directly reflects Educational Awareness?

1. The ability to recognize the need for different kinds of educational preparation for different kinds of careers.
2. The ability to identify career characteristics as related to social needs and functions.
3. The ability to identify the tools required for various tasks.
4. Don't Know

49 One's ability to communicate to others one's interests and aptitudes as applied to specific job situations refers most directly to:

1. Attitudes and Appreciations
2. Economic Awareness
3. Decision Making
4. Employability Skills
5. Don't Know

50 The following activity was given to students in Grade I: The students were to list orally whom they would consult (parent, friend, neighbor, other) when they had a question or an educational problem they could not solve and why. Which of the following career development outcomes does the activity seek to bring about?

1. Career Decisions
2. Employment Skills
3. Career Placement
4. Self-Social Fulfillment
5. Don't Know

51 Most school-based models would agree that the phase of career education most applicable to the middle school/junior high years is:

1. Exploration
2. Preparation
3. Awareness
4. Don't Know

52 The purpose of the USOE Occupational Clusters is to insure that the individual will:

1. be knowledgeable about all the occupations covered by the clusters.
2. be able to narrow down his choice of occupations to one or two cluster areas.
3. be able to find how many clusters he could work in.
4. Don't Know

53 The concept in Career Education, of a learning environment which extends beyond the school, most nearly reflects the:

1. Total School Concept
2. Open Educational System Concept
3. Awareness of Self and the Environment Concept
4. Total Environment Concept
5. Don't Know

54 The emphasis on the attainment of an entry level skill by all learners most nearly reflects the:

1. Decision Making/Valuing Concept
2. Specific Skill Concept
3. Competency-Based Concept
4. Hands-on Concept
5. Don't Know

55 Tom is finishing seventh grade and is very enthusiastic about studying biology. He is good in mathematics and enjoys photography and painting. He is not sure, however, what kinds of jobs he might enjoy or what kinds of jobs biology would lead him to. Assuming that the school is committed to Career Education goals, which one of the following has the direct responsibility to guide Tom?

1. The Counselor and the Occupational Specialist
2. The Occupational Specialist and the Biology teacher
3. The Biology Teacher and either the Counselor or the Occupational Specialist
4. The Counselor, Occupational Specialist, and Biology Teacher
5. Don't Know

56 In the previous example, Tom's problem could be remedied to a large extent if the school program required that:

1. No Teacher, academic or vocational, plan instruction without identifying the career implications of his/her subject area.
2. The Counselor and Tom should independently prepare a sound career guidance program.
3. The recommendations of the Occupational Specialist should prevail in cases of students with career problems.
4. An appropriate combination of 2 and 3.
5. Don't Know

57 In a certain school with a Career Education program nearly in operation, Teacher X received a request from a student that he would like to do metal sculpture. Since the school had rather limited resources at the time, X told the student to visit the local library and produce a short report on metal sculpture. Teacher Y questioned the validity of the activity and made the following suggestions to ensure that the career needs of the student were met. Which one of them is *most* compatible with Career Education goals?

1. Have the student visit a private metal sculptor's workshop or arrange for the student's parents to take him there, as an initial introductory activity.
2. It is premature to plan any activity until the appropriate resources arrive.
3. Have either the vocational teacher or the Counselor assign the most appropriate activity.
4. The school should make provisions for metal sculpture to be taught on the school premises.
5. Don't Know

58 Which of the following is *not* part of the Florida State Goal for Career Education as stated in the 1973 position paper?

1. Career Education shall provide each learner with the experiences necessary to identify individual abilities, interests, and priorities in relation to Career Development.
2. Career Education shall, for each learner, consist of a series of learning experiences necessary for obtaining paid work.
3. Career Education shall provide each learner with the experiences necessary to identify and cope with those aspects of the environment which play an important role in Career Development.
4. None of the above.
5. Don't Know

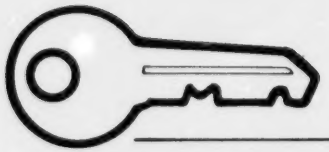
59 Teachers of a certain school which had just formulated its career education plan received a set of broad instructional goals from the school for the year. When they met to discuss plans of implementing the instructional program, Teacher A said it was important to identify the resources before everything else so as to order materials early. Teacher B disagreed and said one couldn't do it until the teaching objectives were stated first. Teacher C argued that planning instructional strategies was of paramount importance since it would then be easier to write matching objectives and identify the needed resources. Who was correct?

1. Teacher A
2. Teacher B
3. Teacher C
4. Both A and C
5. Don't Know

60 Which of the following current educational practices is implied also by Career Education?

1. Performance-based testing and individualization of instruction.
2. A separate course for preparing students for occupations.
3. Statement of instructional objectives before planning instructional strategies.
4. Both 1 and 3.
5. Don't Know

Now, turn the page to see how you did. . .



Check your answers with the following:

31. 2	46. 1
32. 1	47. 2
33. 2	48. 1
34. 1	49. 4
35. 2	50. 1
36. 1	51. 1
37. 2	52. 2
38. 1	53. 4
39. 2	54. 2
40. 1	55. 4
41. 1	56. 1
42. 1	57. 1
43. 1	58. 2
44. 2	59. 2
45. 1	60. 4

How did you do?

No. of questions answered correctly: _____

FOR YOUR RECORD AND USE:

Pretest	Number you knew on the Pretest	
Posttest	Number you now know	
Gain from Pre to Posttest	Number you learned from the program	

The chart on the next page shows how the Posttest questions are related to the objectives of the program and to the content of the program. You may use it, *if you wish,* to go back to those sections of the program which you may have had difficulty with and wish to review.

This is entirely optional.

Objectives guide: Optional 10

Question No. on the Posttest	Objective	Related Content Information
31-33	Be able to identify, in given statements, the concepts of "Career", "Career Development" and "Career Education".	pp-30-40
34-36	Be able to identify, in given statements, facts relating to national and state level legislative commitment to Career Education.	pp-21-29
37-40	Be able to identify, in given statements, evidences supportive of a need for Career Education at the societal, individual, and instructional levels.	pp-16-21
41-43	Be able to identify, in given statements, the characteristics of Career Education precursor programs at the state and national levels.	pp-22-23
44-47	Be able to demonstrate an awareness of some common misconceptions about Career Education.	pp-12-14
48-49	Be able to match a behaviorally stated student outcome with the appropriate CCEM Element.	pp-42-61; 66
50	Be able to match a given instructional activity with the appropriate CCEM Outcome.	pp-44-59
51	Be able to match the Career Education Phases with appropriate school years.	pp-64-65; 67
52	Be able to relate the applicability of the USOE clusters to Career Development.	pp-68-73
53-54	Be able to match the relevant Career Education Concept with the appropriate characteristics of Career Education.	pp-74-75
55	Be able to identify, in a given hypothetical learning situation, his/her role in the Career Development of students, as designer of career-oriented instruction.	pp-82-86
56	Be able to identify, in the given description of a learning situation, his/her professional role in the Career Development of students, as designer of career-oriented instruction.	pp-82-86
57	Be able to identify, in a given learning situation, his/her role in the Career Development of Students as coordinator of community resources and the learners' experiences.	pp-82-86
58	Be able to identify, in the given goal statements, the complete/partial career education goal statement of the State of Florida.	pp-77-81
59	Be able to relate goal setting to the other steps of the planning and implementation process.	pp-76
60	Be able to identify the elements that are common/noncommon to current educational practices and the recommended career educational practices.	pp-63; 74-75; 85-86

Bibliography

11

General References

Career Education. U.S. Department of Health, Education, and Welfare (1972)

Pamphlet: .20 U.S. Government

An excellent, brief, inexpensive explanation of the very basic concepts of career education. Most useful for community groups and those who need only the briefest explanation.

Career Education In Florida. State Department of Education, (1973)

Paper:

The official interpretation of the state's goals and concerns in career education.

Career Education: Perspective and Promise. Goldhammer, Keith, and Taylor, Robert E., Charles E. Merril Publishing Co., (1972)

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Career Education: What It Is And How To Do It. Hoyt, Kenneth B., et al., Olympus Publishing Company, (1972)

Book:

One of the very first comprehensive explanations of career education, this practically oriented text quickly became the "standard" reference in the early days of career education. Still up to date, it offers practical suggestions for program planners, and some general guidelines for teachers.

The Emerging School-Based Comprehensive Education Model. Miller, A.J., The Center For Vocational and Technical Education, Ohio State University, (April, 1972)

Paper:

A.J. Miller, one of the originators of the Comprehensive Career Education Model (CCEM) which became the "standard" eight element/outcome model, gives an excellent overview of the entire model. Presented at the National Conference On Career Education For Deans of Colleges of Education.

Career Development

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Implications For Career Education of Research and Theory On Career Development. Osipow, Samuel H., The Center For Vocational and Technical Education, Ohio State University, (April, 1972)

Paper:

This excellent paper, presented at the National Conference On Career Education For Deans of Colleges of Education, gives a complete review of the research and theoretical constructs that have been used to undergird the career education movement.

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Paper:

Dr. Herr traces the early precursors in the career development field and draws conclusions from these findings about the most logical way to structure career education programs.

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Monograph:

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Career Development Guidance, Counseling, and Placement Program Content and Operation Manual. College of Education, University of Missouri, (1972)

Papers:

This compilation of the National Training Conference has a detailed description of the various career education models which are in common use as well as an excellent section on program evaluation.

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Career Education: An Annotated Bibliography For Teachers and Curriculum Developers. Begle, Elsie, et al., American Institutes of Research, (1973)

Book:

Besides containing an excellent bibliography on various subjects connected with career education, the introduction is one of the better, succinct statements of career education.

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Book:

Besides an excellent introduction to career education, this book goes into detail concerning the implications of the Comprehensive Career Education Matrix. The most useful portion of the book is a guide to objectives and activities, by grade level, which is correlated with the actual description of such activities in the companion volume "Career Education Resource Guide." Together, the two volumes form the most comprehensive and practical helper for training teachers and other educational personnel that we have seen so far.

Career Education Resource Guide. General Learning Corporation, (1972)

Book:

An excellent compilation of resource materials for teachers, divided into topic areas, by grade level, and containing the complete objective and activity for each topic and level. This volume is the companion to the more general "Career Education In-Service Training Guide."

Introducing Career Education to Teachers: A Handbook For Consultants, Workshop Leaders, and Teacher Educators. ABLE Model Program, Northern Illinois University, (1972)

Book:

A practical guide to key concepts, workshop activities, and concerns and strategies.

Career Education – Implementation

Career Education–A Handbook of Funding Resources. Ryan, Charles W., Houghton Mifflin Company, (1973)

Book:

Contains useful information about funding resources and preparation of proposals for funding.

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This book deals extensively with the characteristics of career education models, school-based programs, planning and administrative problems and responsibilities, and operational activities. Most useful for program planners and administrators.

Career Education: A Handbook For Implementation. Division of Vocational and Technical Education, Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education (1972)

Book:

Written for widespread distribution during the first days of the career education movement, this small book reflects the same views that Hoyt, et al., expressed in their earlier book, with more emphasis on practical implementation strategies.